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ABSTRACT

As the fifth in a series of follow-up studies conducted every five years by the East Side Union High School District, this report is of interest to educators concerned about the educational problems and progress of Mexican American and black minority groups. The study reflects a twenty year pattern of analysis of the status of Mexican American former students. In addition to the special treatment of Mexican Americans, responses of black former students are, for the second time, specially classified. Groups from the graduating classes of 1973 and 1975 and all dropouts from the school years 1972-73 and 1974-75 were studied. A questionnaire was mailed to all 1834 dropouts. Responses were received from 271. The study presents findings in the following areas: (1) characteristics, activities and opinions of graduates and dropouts from the 1972-73 and 1974-75 classes; (2) differences in the characteristics, activities and opinions of Mexican Americans, blacks and other graduates and dropouts; and (3) differences in the characteristics, activities and opinions of male and female graduates and dropouts. The study also determines trends for each of these groups over a twenty year period. Modifications in curriculum and guidance programs as suggested by the findings, are recommended. (Author/AM)

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Mexican American, Black and Other Graduates and Dropouts - II

A Follow-Up Study Covering 20 Years of Change 1956-1976

Fifth in a series of follow-up studies of school leavers of the East Side Union High School District

William P. Baker

Henry C. Jensen

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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A MESSAGE FROM SUPERINTENDENT FRANK FISCALINI

The East Side Union High School District is pleased to publish this fifth in a series of five year follow-up studies. These studies are the outgrowth of special research emanating from the Stanford doctoral dissertation of William P. Baker, Associate Superintendent of the district. He has been joined in authorship of the past two studies by Henry C. Jensen, Director of Education.

We attach special importance to this study, as it reflects a twenty year pattern of analysis of the status of Mexican American former students, with comparisons for similar factors at 5, 10, 15 and 20 year intervals. It is our understanding that this body of data is unique in American education. In addition to the special treatment of Mexican Americans, responses of Black former students are for the second time specially classified.

We are pleased to offer this study for the use of anyone who wishes to gain information about the special problems faced by Mexican American or Black students. It is not offered as a series of solutions; rather, it is offered to illustrate that progress can be made over a period of time when problems are recognized and clearly defined. Our district pledges its continued efforts to offer equal educational opportunity to all students without regard to sex, ethnic, socio-economic or any other form of status.

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JANUARY 1978
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October 12, 1977

Mr. William P. Baker
Associate Superintendent
East Side Union High School District
12660 North Capitol Avenue
San Jose, California 95133

Dear Mr. Baker:

On behalf of the Association of Mexican American Educators, Inc., I would like to commend you and the East Side Union High School District for your thorough study that you conduct of the drop-outs and graduates in your district.

The steps that you have taken should serve as a model to other school districts in the State of California.

In as much as the study speaks for itself, I will say no more, except encourage the reader to read the report and in turn do everything within his power to work to improve the situation.

Again, congratulations on a job well done.

Sincerely yours,

Tony M. Gonzales
President

TMG:ilf

WILSON RILES
Superintendent of Public Instruction
and Director of Education

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO 95814

January 10, 1978

William P. Baker and
Henry C. Jensen
12660 North Capitol Avenue
San Jose, CA 95133

Dear Authors Baker and Jensen:

I again commend you and the East Side Union High School District for continuing your study of the dropouts and graduates of the schools in your area. Too often, it seems to me, we in education fail to conduct the research that will provide the data we need to make meaningful improvements in our educational programs. The students and parents in San Jose should be very pleased that you are conducting the type of ongoing studies that will not only help you identify strengths and weaknesses in your programs but will also give you the data for making the types of modifications that will make your programs more responsive to the known needs of your students.

It is particularly important that you are collecting data on Mexican-American dropouts and graduates for two reasons. First, California has one of the highest percentages of Mexican-American students in the United States. And second, this student group has very special needs that must be met. The data from your study will be most helpful not only for you but also for others in improving the educational offerings for Mexican-American children.

Inasmuch as this is a series of studies conducted in five-year intervals, the collection of data on black pupils in your study will provide needed information upon which to assess the special problems and progress of these children.

Identifying the problems faced by minority and poor youth is essential if we are to make intelligent decisions for solving these problems. I hope other school districts will follow your lead and conduct similar studies. I am certain such studies would help all of us develop a greater understanding of our students and lead to meaningful school improvement.

Sincerely yours,

WILSON RILES

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INTRODUCTION

This report is the fifth in a series of follow-up studies conducted every five years by the East Side Union High School District. The first report covered graduates and dropouts of the 1952-53 and 1954-55 school years and is included in the dissertation, A High School Program Evaluation by Means of a Comparative Follow-Up Study, William P. Baker, Stanford University, 1955. The second report (1961) covers graduates and dropouts from the 1957-58 and 1959-60 school years; the third report (1966, published in 1969) covers those from 1962-63 and 1964-65; the fourth report (1971, published in 1973) covers those from 1967-68 and 1969-70; and the present report (1976, published in 1978) covers those from 1972-73 and 1974-75. These reports include all then-operating schools in the district. Inferences are drawn from the combined data. The first three reports covered differences observed between Mexican American school leavers and "all others"; the last two reports separate data for Mexican American, Black and all other leavers.

Author of the first three reports is William P. Baker, Associate Superintendent. The fourth and fifth reports were written jointly by Baker and Henry C. Jensen, Director of Education. Jensen did the major research on the project. Acknowledgement is made to the Associate Principals - Educational Development and registrars of the district's high schools for their assistance in providing lists of graduates and dropouts coded for curriculum, ethnicity and sex. Special gratitude is extended to Marcia Griffin for preparing the manuscript.

IMPLICATIONS FOR MEXICAN AMERICAN AND BLACK YOUTH

Educators interested in the educational problems and progress of Mexican American and Black minority groups may find the data of special interest.

Approximately one-third of the students in the district are Mexican American. The percentage of Black students has grown from 2% in 1964 to 10.1% in 1976. All five reports separate responses from Mexican Americans and include pertinent comparisons of data. As a consequence, this research covers twenty years of change in the status of Mexican American students. The 1971 report and the current report are the first to separate responses from Black students, hence comparisons can now be made for Black graduates as well. Responses of Black drops are not reported separately because of their small number. In the 20-year comparison tables, all Blacks (including graduates) are included with "Others."

The purpose of this type of reporting is to assist the district, and other districts with similar populations, to assess curriculum and instructional and guidance services in the light of ethnically analyzed responses. Data from the first four studies have contributed to significant program modifications such as the addition of courses in English as a second language, the initiation of a bilingual-bicultural program, the employment of minority home-school liaison consultants, inservice education programs on the problems of minorities, and a concerted effort to increase the number of minority staff members. One measure of the success of such efforts is the

increase in the ability of the district to hold Mexican American students until graduation. While the proportion of Mexican American pupils in the school population has held constant at approximately one-third throughout the years, their percentage in the graduating class increased from 12.3% in 1956 to 27.4% in 1976. A slight decline in percentage has occurred between 1971 and 1976, a statistic of possible concern.

In addition to ethnic data, the report separates responses to certain questions by sex. This will assist the district in its efforts to comply with the requirements of Title IX of the Education Amendments of 1972 (non-discrimination on the basis of sex).

PROCEDURES

1. Groups Studied and Means of Sampling. Graduating classes of 1973 (N-2582) and 1975 (N-2891) and all dropouts of the school years 1972-73 (N-696) and 1974-75 (N-1138) were studied for the then existing eight comprehensive high schools and one continuation high school.

Graduates were studied by means of a stratified random proportional sample. Using serially numbered lists provided by the schools, the initial mailing (April 15, 1976) went to approximately 26% of the graduates (all Blacks and 20% of the remainder). This resulted in an initial mailing of 1407 questionnaires. To preserve anonymity while allowing for the accounting of responses, each questionnaire was given an identification number. When a questionnaire was returned by the Post Office marked "No forwarding address," a questionnaire was mailed to the person immediately below on the list. Reminders and duplicate questionnaires were mailed to non-respondents throughout the late spring and early summer. Responses were tabulated by school, ethnicity, curriculum followed in high school and sex. Questionnaires were mailed to an additional sample consisting of underrepresented groups, e.g. Mexican American males who had followed vocational or general curricula. Responses were received from 762 graduates, approximately 14% of all graduates.

Questionnaires were mailed to all 1834 dropouts. Responses were received from 271, approximately 15%. A dropout was defined as a student who left school during the school year and for whom no request for a transcript was received from another school. A large number of dropout questionnaires were returned for lack of forwarding addresses. Table A summarizes these data.

2. Balancing the Sample. When returns were analyzed by school, ethnicity, curriculum and sex, compared with these factors for all grads and drops, certain over-responses were determined. To balance the sample, 62 grad and 51 drop returns in over-represented categories were withdrawn, resulting in adjusted samples as shown in Tables A-2 and B. The adjusted sample of grads (N-700) represents 12.8% of all grads and 91.9% of those responding. The adjusted sample of drops (N-220) represents 12.0% of all drops and 81.2% of those responding. Note that the adjusted sample of grads was allowed to remain overrepresented in Blacks. This was done to maintain a sufficient number of Blacks in the sample to permit valid comparisons to be made.

3. Terms Used. For convenience, and to avoid undue ethnic reference, the terms "MA" for Mexican American, "B" for Black, and "Other" for all other respondents are used in some tables. "ND" means no Data; "NR" means no response.

4. Questionnaire. A copy of the questionnaire appears in the appendix. The 1971 questionnaire was used as a model to make comparisons possible. Three questions used in 1971 were dropped. The 1976 questionnaire includes four new questions -- 13, 19, 20 and 21. Question 13 was added to get a more accurate picture of those attending 2-or 4-year colleges. Questions 19, 20 and 21 were added to obtain opinions regarding the responsiveness of the curriculum and guidance services to the needs of students.

5. Comparisons. Comparisons over the 20-year span of the five studies are shown by comparing current data with the first (1956) study. In the interest of brevity, results from the second (1961), third (1966) and fourth (1971) studies are not shown unless they reflect trends not accurately shown by using only the first and fifth studies.

6. Cautions in Interpreting Data. The more mobile graduates and dropouts (including those who left no forwarding addresses) are underrepresented in the final sample. Size of subsamples should be noted where they are converted to percentages; the smaller the sample, the less reliable the results. Because only eight Black drops responded, they are not separately reported, but are included with "Others."

TABLE A-1

COMPARISON OF GRAD AND DROP RETURNS (BEFORE BALANCING) WITH TOTAL GROUPS BY ETHNICITY AND SEX

GROUP	Total N	PERCENT				
		Ethnicity			Sex	
		MA	Black	Other	Male	Female
All Grads	5473	27.4	7.1	65.5	47.0	53.0
Grad Returns	762	25.3	13.1	61.5	47.0	53.0
All Drops	1834	41.5	5.9	52.6	55.5	44.5
Drop Returns	271	35.8	3.3	60.9	46.1	53.9

TABLE A-2

COMPARISON OF GRAD AND DROP SAMPLES (AFTER BALANCING) WITH TOTAL GROUPS BY ETHNICITY, SEX

GROUP	Total N	PERCENT				
		Ethnicity			Sex	
		MA	Black	Other	M	F
All Grads	5473	27.4	7.1	65.5	47.0	53.0
Adjusted Grad Sample	700	27.4	14.3[a]	58.3	47.0	53.0
All Drops	1834	41.5	5.9	52.6	55.5	44.5
Adjusted Drop Sample	220	42.3	b	57.7	55.5	44.5

[a] See text (p. 2) regarding overrepresentation.

[b] Because of the small response from Black drops (8) they are included with Other drops in all tables in the report.

TABLE B
COMPARISON OF GRAD AND DROP SAMPLES (AFTER BALANCING) WITH TOTAL GROUPS BY CURRICULA

GROUP	Total N	Per Cent				
		Univ. Prep.	Bus. Ed.	Voc. Ed.	General	Spec. Ed.
All Grads	5473	34.2	16.7	17.9	30.4	0.8
Adjusted Sample	700	34.1	16.7	18.0	30.4	0.7
All Drops	1834	3.7	4.0	12.2	79.4	0.7
Adjusted Sample	220	3.6	3.6	15.9	76.4	0.5

TABLE C
PERCENTAGES IN TOTAL GROUPS OF MEXICAN AMERICANS FOR 1956-1976, BLACKS FOR 1971 & 1976

GROUP	% Mexican American					% Black	
	1956	1961	1966	1971	1976	1971	1976
Grads	12.3	19.5	20.9	29.6	27.4	4.0	7.1
Drops	43.2	43.2	27.1	43.9	41.5	3.6	5.9

TABLE D
PERCENTAGE DISTRIBUTION OF GRADS BY CURRICULA FOR 1956-1976[a]

YEAR	N	University Prep	Business Education	Vocational	General	Special
1956	716	39	22	24	15	0
1961	1125	33	17	22	26	2
1966	2024	35	17	21	25	2
1971	3595	34	21	19	25	2
1976	5473	34	17	18	30	1

[a]Classes of 1953 and 1955, 1958 and 1960, 1963 and 1965, 1968 and 1970, 1973 and 1975.

SUMMARY OF FINDINGS

The 1976 study had four major objectives:

1. To determine the characteristics, activities and opinions of graduates and dropouts of the 1972-73 and 1974-75 school years and to determine trends over a twenty year period, 1956-1976.
2. To determine differences in the characteristics, activities and opinions of Mexican American, Black and Other graduates and dropouts and to determine trends over a twenty year period, 1956-1976.
3. To determine differences in the characteristics, activities and opinions of male and female graduates and dropouts.
4. To recommend modifications in curriculum and guidance programs suggested by the findings.

This section of the report summarizes major findings related to the first three objectives. The fourth objective is treated in the next section.

1. Characteristics, activities and opinions of grads and drops; twenty year comparisons.

1.1 Marriage, Divorce, Children

1.1.1 Marriage rate for grads is about the same as in 1956 (24% in 1976, 23% in 1956); rate for drops has decreased (43%, 52%).

1.1.2 Divorce rate for grads has increased since 1956 (12%, 2%); rate for drops has increased (19%, 4%).

1.1.3 Number of children per marriage for grads is down slightly since 1956 (.38, .40); number for drops is down (.65, .80).

1.2 Employment, Unemployment, Average Salary, Job satisfaction

1.2.1 Employment rate (full- plus part-time) for grads has increased since 1956 (46%, 42%); rate for drops has increased (41%, 33%).

1.2.2 Percent of grads unemployed and seeking work has increased since 1956 (7%, 5%); rate for drops has increased (21%, 11%).

1.2.3 Percent of grads in labor market (working or seeking work) employed full-time has decreased since 1956 (83%, 88%); rate for drops has decreased (62%, 68%).

1.2.4 Largest job category for full-time employed grads continues to be clerical and sales at 40% (1956: 47%); largest for drops continues to be semi-skilled at 36% (1956: 35%).

1.2.5 Percent of grads in military service has decreased since 1956 (3%, 7%); percent for drops has decreased (9%, 24%).

1.2.6 Average weekly salary of full-time employed grads has increased 177% since 1956 (from $66 to $183); salary of drops has increased 154% (from $69 to $175); cost of living increased 110% over this 20 year period.

1.2.7 Percent of full-time employed grads satisfied overall with their present work has decreased since 1956 (67%, 77%); percent of drops satisfied has decreased (70%, 76%).

1.3 Post High School and College Training

1.3.1 Percent of grads entering college has increased since 1956 (70%, 47%).

1.3.2 Percent of grads still in college one to three years after high school graduation has increased since 1956 (48%, 34%).

1.3.3 Percent of those starting college still attending one to three years after high school graduation is about the same as in 1956 (68%, 70%).

1.3.4 Of grads starting college, 58% enrolled in one of two campuses of San Jose Community College District (37% in San Jose City College, 21% in Evergreen Valley College); 9% enrolled in other two-year colleges; 18% enrolled in San Jose State University; 14% enrolled in other four-year colleges or universities.

1.3.5 Percent of those in college planning to become teachers has decreased since 1961 (16%, 31%).

1.3.6 Percent of those entering college who were enrolled in university prep curriculum in high school has decreased since 1956 (51%, 70%).

1.3.7 Percent of grads not attending college who report they would have attended if money had been available is about the same as in 1956 (63%, 62%).

1.3.8 Percent of grads reporting post high school training other than two- or four-year college is about the same as in 1956 (26%, 29%); percent of drops is identical (37%, 37%).

1.4 Help for Decision-Making, Life Planning, Attitudes Toward School

1.4.1 Main sources (other than parents) of help on life plans for grads were teachers (23%) and adult friends (19%); 17% reported no help.

1.4.2 Main sources of help for drops were adult friends (26%), friends own age (16%) and Others (15%); teachers dropped to 7% from 15% in 1971.

1.4.3 Percent of grads reporting counselors as main source of help is about the same as in 1971 (13%, 12%); percent of drops has remained identical (12%, 12%).

1.4.4 Percent of grads reporting close relationship between present activity and plans while in high school has decreased since 1956 (28%, 39%); percent of drops has increased (18%, 15%).

1.4.5 Percent of grads reporting that they had nothing very definite in mind while in high school has increased since 1956 (22%, 17%); percent of drops has remained approximately the same (28%, 27%).

1.4.6 Major reasons for dropping school are "not interested in school" (20% report it as first main reason, 7% as second main reason), and "preferred work to school" (14% report it as first main reason, 8% as second main reason).

1.4.7 Percent of drops reporting that they would finish high school if means were available is approximately the same as in 1966 (72%, 74%).

1.4.8 Grads report more participation in 12 school activities and services than do drops; grads rated value of all except speech or drama higher than or approximately same as drops.

1.4.9 Of five activities and services included in all studies, four (clubs, athletics, student body or class officer, counseling) received lower ratings on post high school value than in 1956; one service (library) received approximately the same rating.

1.4.10 Of 15 district educational goals, both grads and drops reported receiving most help in goal 1 (thinking/problem solving) and goal 3 (basic skills); goals in which grads reported receiving least help are goal 11 (family responsibilities), goal 12 (ecology/conservation), goal 15 (participation in determining education); those in which drops reported receiving least help are goal 2 (career preparation), goal 9 (moral standards), goal 15 (participation in determining education).

1.4.11 Percent reporting that school had "helped much" or "helped some" was higher for grads than drops in all 15 goals.

1.4.12 50% or more of grads reported much or some help in meeting 13 goals; 50% or more of drops reported receiving much or some help in three goals.

1.4.13 Degree of help reported in meeting goals was similar for males and females (grads and drops combined) except for goal 2 (career preparation) in which "little or no help" was reported by 42.5% of males, 34.6% of females.

1.4.14 Subjects rated by grads as most useful since leaving high school are English, mathematics and physical education; subjects rated most useful by drops are mathematics, reading and physical education.

1.4.15 Business education, an elective area, was rated more useful by both grads and drops than were science and social science, both required areas.

1.4.16 Grads value counseling assistance in choosing courses and career planning higher than do drops; drops value counseling assistance with school and personal problems higher than do grads.

1.4.17 61% of grads and 48% of drops feel district behavior code is "about right"; a higher percent of grads (24) than drops (15) feel it is "too lenient."

2. <u>Differences in characteristics, activities and opinion of Mexican American, Black and Other grads and drops; twenty year comparisons</u>

This section has special significance since it treats differences in responses by members of three ethnic groups -- Mexican Americans, Blacks and Others. Comparisons between Mexican Americans and Others have been made in all five studies, permitting an analysis of trends over a twenty year period -- 1956-1976. The 1971 and 1976 studies are the first to separate responses for Blacks. The number of Black drops in both 1971 (3) and 1976 (8) is too small to permit valid comparisons to be made, hence in the tables Black drops are included with Other drops. In all tables showing 20 year trends, Blacks, both grads and

drops, are included with Others. For this reason the figures shown for Other grads in 20 year comparison tables are not always the same as the figures in 1976 tables.

The reader is cautioned to avoid categorical judgments regarding any ethnic group since the range of responses within each group is wide. Even so, some generalizations appear warranted by the data and suggest that educators need to be sensitive to characteristics and needs related to ethnic or socio-economic backgrounds of students.

2.1 Graduation Rates

2.1.1 Graduation rate for MAs has increased substantially since 1956; with approximately the same proportion of total district enrollment (30% - 33%) over the 20 year period, the proportion of MAs in the graduating class has increased from 12.3% in 1956 to 27.4% in 1976.

2.1.2 Graduation rate for Blacks (7.1% of all grads) is identical to their proportion of the total district enrollment in 1972-73, slightly below that of 1974-75 (8.9%).

2.2 Marriage, Divorce, Children

2.2.1 One to three years after leaving school, 26% of MA grads, 30% of Black grads, 20.8% of Other grads had married; 49.5% of MA drops, 38.6% of Other drops (including Blacks) had married.

2.2.2 Of grads ever married, 14% of MAs, 10% of Blacks, 12% of Others are separated or divorced; of drops ever married, 15% of MAs, 22% of Others (including Blacks) are separated or divorced.

2.2.3 Of grads ever married, 32.7% of MAs, 38% of Blacks; 27.4% of Others have one or more children; of drops ever married 58.7% of MAs, 41.3% of Others (including Blacks) have one or more children.

2.3 Employment, Unemployment, Job Satisfaction, Average Salaries

2.3.1 One to three years after leaving school, 47% of MA grads, 33% of Black grads, 48% of Other grads are employed full or part time; 39% of MA drops, 43% of Other drops (including Blacks) are employed full or part time; these are substantially above 1956 rates for MA grads (36%), MA drops (28%); rates are about the same for Other grads (including Blacks) (45% in 1956), above those for Other drops (including Blacks) (37% in 1956).

2.3.2 10% of MA grads, 20% of MA drops are seeking work (1956: 15%, 17%); 8% of Black grads are seeking work (1971: 19%); 6% of Other grads, 22% of Other drops (including Blacks) are seeking work (1956: 3%, 6%).

2.3.3 13% of MA grads, 18% of MA drops in labor market have not held one job one to three years after leaving school (1956: 17%, 38%); 17% of Black grads in labor market have not held one job (1971: 27%); 10% of Other grads, 15% of Other drops (including Blacks) have not held one job (1956: 1%, 14%).

2.3.4 Average number of jobs held by MA grads is 1.7, average for MA drops is 1.8 (1956: 2.2, 2.7); average for Black grads is 1.5 (1971: 1.7); average for Other drops (including Blacks) is 2.0 (1956: 1.8).

2.3.5 Percent of MA grads working full time has increased since 1956 in professional, service, skilled, unskilled jobs; it has decreased in clerical/sales, farming/forestry, semi-skilled jobs. Percent of Other grads (including Blacks) has increased since 1956 in professional, service, unskilled jobs; it has decreased in farming/forestry, skilled, semi-skilled jobs; it has remained stable in clerical/sales jobs.

2.3.6 Percent of MA drops working full time has increased since 1956 in clerical/sales, skilled, semi-skilled jobs; it has decreased in service, farming/forestry, unskilled jobs; no MA drops were employed in professional jobs in either 1956 or 1976. Percent of Other drops (including Blacks) has increased in unskilled jobs and decreased or remained stable in other job categories.

2.3.7 Percent of MA grads engaged in apprentice training (7%) has reverted to 1956 level from high of 10% in 1966; percent of Black grads so engaged (3%) has increased slightly since 1971 (2%); percent of Other grads so engaged has remained stable (7%) since 1956.

2.3.8 Average weekly salary of full time employed MA grads is $198, an increase of 225% since 1956; Other grads (including Blacks): $178, 166%; MA drops: $171, 176%; Other drops (including Blacks): $177, 146%.
NOTE: Cost of living increased 110% between 1956 and 1976.

2.3.9 MA grads are more satisfied with type of work and salary than are Black and Other grads; Black grads are more satisfied with chances for promotion than are MA and Other grads; MA drops are more satisfied with salary and chances for promotion than are Other drops (including Blacks); Other drops (including Blacks) are more satisfied with type of work than are MA drops.

2.4 Influences Upon Decision-Making, Including Reasons for Dropping School

2.4.1 Excluding parents and relatives, teachers are major source of help on life plans for grads in all ethnic groups; percent of Black grads (21%) reporting counselors as main source of help is higher than that of MA grads (16%) and Other grads (9%).

2.4.2 Main source of help for drops is adult friends; 22% of MA drops, 20% of Other drops (including Blacks) report no help from any source.

2.4.3 Major reasons given by MAs for dropping school are "preferred work to school," "not interested in school," "needed/wanted spending money"; major reasons given by Other drops (including Blacks) are "not interested in school," "preferred work to school," "could learn more outside school."

2.4.4 Percent of both MA and Other drops (including Blacks) indicating reasons for dropping over which school has some control has increased substantially

since 1956.

2.4.5 Given the opportunity, 72% of MA drops, 72% of Other drops (including Blacks) report they would finish school (1966: 78%, 73%).

2.4.6 Percent of Black grads participating in 10 of 12 school activities and services was higher than that of MA and Other grads.

2.4.7 Helpfulness of counseling was rated higher by Black (2.08 on 1.0 to 3.0 scale) and MA grads (1.94) than by Other grads (1.79); all 3 ethnic groups rated counseling higher than in 1971.

2.4.8 Weekly church attendance is higher for all Blacks (grads and drops) (23%) than for all MAs (19%) or all Others (20%); rates for all groups are below those of previous studies.

2.5 Post Secondary Training, Higher Education

2.5.1 63% of MA grads started college (1956: 34%); 81% of Black grads started college (1956: no data); 71% of Other grads started college (1956: 50%).

2.5.2 64% of MA grads starting college are still attending 1 to 3 years after high school graduation (1956: 65%); 79% of Blacks are still attending (1956: no data); 67% of Others are still attending (1956: 68%).

2.5.3 Of grads starting college, 75% of MAs, 57% of Blacks, 67% of Others enroll in two-year colleges.

2.5.4 San Jose Community College, Evergreen Valley College and San Jose State University together draw 90% of MA, 74% of Black, 71% of Other college entrants.

2.5.5 Major reasons cited by MAs for dropping college are "took job" (20%), "no definite goal" (18%), "financial" (15%); major reasons cited by Blacks are "took job" (33%), "financial" (17%), "marriage" (13%); major reasons cited by Others are "took job" (24%), "no definite goal" (16%), "financial" (14%).

2.5.6 Of grads not going to college, 73% of MAs, 81% of Blacks, 53% of Others report that they would have gone if money had been available (1966: 73%, ND, 59%).

2.5.7 Of those in college, 15% of MAs, 14% of Blacks, 16% of Others plan to become teachers; among MAs percent is higher for males (17%) than for females (13%), a reversal of 1971 findings (15%, 27%).

2.5.8 Percent of grads participating in post-secondary training other than two- or four-year colleges is 32% for MAs, 20% for Blacks, 25% for Others; percent of drops is 31% for MAs, 42% for Others (including Blacks).

3. Differences in characteristics, activities and opinions of male and female grads and drops

This section has significance because of increasing emphasis on sex equity in education, due in large measure to the provisions of Title IX, Education Amendments of 1972. The 1971 study was the first in which responses to some items were separated by sex, hence comparisons can be made only for the five year period, 1971-1976.

3.1 Graduation and Dropout Rates

3.1.1 47% of grads are male, 53% are female (1971: 51%, 49%).

3.1.2 56.5% of drops are male, 45.5% are female (1971: 41.6%, 58.4%).

3.2 Marriage, Divorce

3.2.1 One to three years after leaving school, 21% of male grads, 26% of female grads, 41% of male drops, 48% of female drops had married.

3.2.2 Among grads, 12% of both males and females ever married are separated or divorced; among drops, 16% of males, 22% of females are separated or divorced.

3.3 Employment, Unemployment, Average Salaries

3.3.1 Among grads, 48% of males, 44% of females are employed full or part time; among drops, 54% of males, 26% of females are employed; 8% of female grads, 22% of female drops report "homemaker" as present activity.

3.3.2 8% of male grads, 6% of female grads are seeking work (1971: 7%, 13%); 22% of male drops, 21% of female drops are seeking work (1971: 33%, 25%).

3.3.3 Average weekly salary of full time employed grads is higher for males than for females ($210-$155); average of full time employed drops is higher for males than for females ($188-$138).

3.4 Influences Upon Decision-Making, Including Reasons for Dropping School

3.4.1 Excluding parents and relatives, the major source of help on life plans for all males (grads and drops) is adult friends (23%), for females it is teachers (19%); more females (15%) than males (10%) report counselors as the major source.

3.4.2 Major reasons given by males for dropping school are "preferred work to school," "not interested in school," "could learn more outside school." Major reasons given by females are "not interested in school," "marriage."

3.4.3 Females report a higher level of participation than males in 9 of 12 activities and services (all except athletics, work experience, career center).

3.4.4 Helpfulness of counseling is rated higher by females (1.93 on a 1.0 to 3.0 scale) than by males (1.81).

3.5 Post Secondary Training, Higher Education

3.5.1 68% of male grads, 72% of female grads started college, a reversal from 1971 (79%, 66%).

3.5.2 70% of male grads starting college are still attending 1 to 3 years after high school graduation (1971: 71%); 67% of female grads are still attending (1971: 66%).

3.5.3 Of grads starting college, 70% of males, 65% of females enroll in two-year colleges.

3.5.4 San Jose Community College, Evergreen Valley College and San Jose State University together draw 77% of male, 76% of female college entrants.

CURRICULUM AND GUIDANCE RECOMMENDATIONS

The findings related to the first three objectives of the study are here utilized as the basis for recommendations to strengthen the curriculum and guidance programs of the district. The value of the study lies primarily in the use of its findings to effect needed improvements in services offered to students.

The broad recommendations below are based upon the data ("D" items) and inferences ("I" items). Additional specific recommendations ("R" items) are contained in the next section of the report and should be carefully studied by appropriate members of the professional staff. Thoughtful readers will draw additional inferences and will develop proposals for action beyond those suggested here.

References following each recommendation are to specific data, inference and recommendation items in the next section of the report.

1. Preparation for Marriage, Parenthood and Family Life

   Greater emphasis should be placed on district educational goal 11, "to help each student develop an awareness of future family responsibilities." Curriculum revisions in homemaking, business education, science and social science should be undertaken so that students may be prepared more adequately for marriage, parenthood and personal/family consumer responsibilities. Particular attention should be directed to those students most likely to drop out of school and marry early. (D 2.1, D 2.2, D 2.4, I 2.1, R 2.1, D 3.2, D 3.5, I 3.1, I 3.2, R 3.1, D 19.2, I 19.1, R 19.2, R 20.3)

2. Preparation for Careers

   Continued efforts should be made to expand work experience and career education programs, especially for those students most likely to drop out of school and those whose formal education will end with high school graduation. (D 4.5, D 4.6, I 4.3, R 4.1, D 5.2, R 5.1, D 6.2, I 6.2, R 6.3, D 7.2, I 7.1, R 7.1, R 7.2, D 8.9, I 8.2, R 8.1, R 8.2, D 9.4, I 9.2, R 9.1, D 10.2.2, R 10.1, R 10.2, R 11.1, R 12.2, D 16.4, D 19.4, I 19.1, D 20.3, I 20.2, D 21.2, R 21.1)

3. Guidance Program

   Guidance program should be modified to increase its effectiveness in providing educational, career and personal counseling services to students. (R 4.2, I 5.2,

R 5.2, I 6.2, R 6.2, R 8.2, R 10.1, R 10.2, R 12.1, R 14.1, D 16.5, D 21.1, D 21.2, D 21.3, D 21.4, R 21.1, R 21.2, R 22.1, R 25.1)

4. Retention of Students Through Graduation

Renewed efforts should be initiated to retain all students until they graduate, as findings indicate that grads enjoy significant advantages over drops. (Table A-2, D 2.4, D 4.5, I 4.3, R 5.1, D 6.4, R 6.1, R 6.2, D 7.1, D 7.3, I 7.2, R 7.1, D 8.2, D 8.9, I 8.2, R 8.2, D 9.4, I 9.2, R 9.1, D 10.1.3, D 10.2.3, R 10.2, D 11.5, I 12.3, R 12.1, D 16.1, D 19.3, D 19.4, I 19.2, D 20.1, I 20.3, R 20.2, R 20.3, D 21.3, I 21.1, D 24.1, I 24.1, R 24.1, D 26.3)

5. Needs of Mexican American and Black Students

Data on Mexican American and Black students should be studied by teachers, counselors, subject area coordinators, and administrators as a basis for curriculum and guidance modifications responsive to the needs of such students. (Table C, D 2.3, D 3.2, D 4.2, D 4.3, D 4.7, D 4.12, R 4.2, D 7.2, D 10.1.1, D 10.2.3, D 11.5, D 13.2, R 13.1, D 14.1, D 14.2, I 14.2, D 23.2, D 23.4, D 25.1, R 25.1)

6. Sex Equity

Findings in which responses differ markedly by sex should be analyzed as a basis for continuing efforts to meet both the letter and the spirit of Title IX, Education Amendments of 1972. (D 4.6, D 5.4, D 6.3, D 9.3, I 9.4, R 9.2, D 16.3, R 16.2, D 18.5, D 18.6, I 18.1, D 19.5, D 22.1, D 22.2, R 22.1)

7. District Educational Goals

Educational goals adopted in 1974 should be reviewed to determine (1) which goals should be modified to make them more realistically related to resources available (special attention should be given to goals 4, 11, 12 and 15); and (2) what changes in curriculum and instruction are needed to increase the degree of help provided to students in meeting the goals. (Table 19, D 19.2, D 19.3, D 19.4, I 19.1, R 19.1, R 19.2)

8. Courses of Study in English, Science and Social Science

Subject area coordinators and teachers in English, science and social science should review data on Table 20 and modify courses of study, where feasible, to increase the usefulness of English as perceived by drops and the usefulness of science and social science as perceived by both grads and drops. (Table 20, D 20.1, I 20.1, I 20.3, R 20.1, R 20.2, R 20.3)

9. Dissemination of Favorable Findings

The first 8 recommendations deal with areas in which improvements are needed. The study also reveals a number of favorable changes that have occurred over the 20 years encompassed by the five studies. Since these changes reflect favorably upon the efforts of the teachers and other staff, the district and the supporting community, they should be publicized through district communication channels and local media. Findings of a favorable nature include the following:

9.1 Percent of Mexican Americans in the graduating class has increased from 12.3% in 1956 to 29.6% in 1971 and 27.4% in 1976, while their percent in

the total student body has remained stable at 30-33%. (Table C)

9.2 Percent of Mexican American grads employed full or part time has increased from 36% in 1956 to 47% in 1976; percent of Mexican American drops employed has increased from 28% to 39%. (D 4.10)

9.3 Percent of Mexican Americans enrolled in college has increased from 22% in 1956 to 40% in 1976. (D 4.12)

9.4 Gain in average weekly salary from 1956 to 1976 (177% for grads, 154% for drops) is considerably more than cost of living increase (110%), reflecting favorably on district career preparation programs. (Table 9-B)

9.5 Percent of grads starting college has increased from 47% in 1956 to 70% in 1976 with little change in college drop rate (30%, 32%). (Table 14-C)

9.6 Percent of Black grads starting college (81%) exceeds that of MAs (63%) and Others (71%); percent of Blacks dropping college (21%) is lower than that of MAs (36%) and Others (33%). (D 14.1, D 14.2)

9.7 College attendance rates are the same for males and females (47.4%, 48%), in contrast with 1971 (56%, 44%). (D 13.3)

9.8 Percent of students reporting use of school library has increased from 57% in 1956 to 83% in 1976. (Table 16-A)

9.9 80.3% of grads report that they received "much" or "some" help in meeting district educational goal 1 (problem solving); 84.3% report "much" or "some" help in meeting goal 3 (basic skills). (Table 19, D 19.1)

9.10 Business education program is rated high in "usefulness" by grads who pursued a business curriculum in high school. (Table 20)

9.11 District behavior code is endorsed by a majority of respondents. (Table 26)

PRESENTATION OF DATA

Results are reported in the sections below, with numbers referring to items in the questionnaire (see appendix). In some cases figures or inferences are cited without having been shown on the tables.

Most of the tables are followed by summaries of what the writers see as significant data from the tables. Summaries are followed by inferences and recommendations. These are presented as a convenience to the reader, but it is obvious that tables include important data not summarized which may warrant additional inferences and recommendations. Thus the reader is cautioned to (a) study the tables for his or her own analysis of significant data, and (b) review the inferences and recommendations in light of his or her own experience and judgment.

Percents do not total to 100 in all tables due to rounding.

For convenience, all data, inferences and recommendations are identified with a "D," "I" or "R," followed by table number and item number. Examples:

D 13.1 = Data item 1 for Table 13 (Question 13)

I 15.3 = Inference Item 3 for Table 15

R 17.4 = Recommendation item 4 for Table 17

All materials pertaining to this study will be on file until June 30, 1980. Inquiries may be directed to the office of the Director of Education.

1. SEX IDENTIFICATION DATA

No tables are presented for question 1. Analysis of responses by sex is presented in subsequent tables as appropriate.

2. INFORMATION ON MARITAL STATUS

TABLE 2-A

MARITAL STATUS OF GRADS OR DROPS BY ETHNICITY

GROUP	TOTAL N	PERCENT					
		MARRIED	SEPARATED/ DIVORCED	WIDOWED	TOTAL EVER MARRIED	SINGLE	NO RESPONSE
GRADS: MA	192	22.4	3.6	0.0	26.0	73.4	.5
Black	100	27.0	3.0	0.0	30.0	69.0	1.0
Other	408	18.4	2.5	0.0	20.8	78.2	.9
Total	700	20.7	2.9	0.0	23.6	75.6	.9
DROPS: MA	93	40.9	7.5	1.1	49.5	46.2	4.3
Other[a]	127	29.1	8.7	0.8	38.6	60.6	.8
Total	220	34.1	8.2	5.9	43.2	54.5	2.3

[a] Includes Blacks.

TABLE 2-B

DIVORCE RATES OF GRADS AND DROPS, BY ETHNICITY AND SEX

GROUP		TOTAL N	TOTAL EVER MARRIED N	TOTAL EVER MARRIED %	%[a] SEP. OR DIVOR.	MALES EVER MARRIED N	MALES EVER MARRIED %	% SEP. OR DIVOR.	FEMALES EVER MARRIED N	FEMALES EVER MARRIED %	% SEP. OR DIVOR.
GRADS:	MA	192	50	26	14	26	25	15	24	28	13
	Black	100	30	30	10	11	26	10	19	34	11
	Other	408	85	21	12	31	17	10	54	24	13
	Total	700	165	24	12	68	21	12	97	26	12
DROPS:	MA	93	46	50	15	20	51	15	26	52	15
	Other[b]	127	49	39	22	30	36	17	19	44	32
	Total	220	95	43	19	50	41	16	45	48	22

[a]Of those ever married (includes total of married, separated, divorced and widowed).

[b]Includes Blacks.

20 YEARS 1956-76

TABLE 2-C

COMPARISONS OF GRAD AND DROP MARRIAGE AND DIVORCE RATES, 1956-1976

GROUP	PERCENT 1956 EVER MARRIED[a]	1956 DIVORCED[b]	1976 EVER MARRIED	1976 SEPARATED OR DIVORCED
GRADS	23	2	24	12
DROPS	52	4	43	19

[a]"Ever married" is total of married, separated or divorced and widowed.

[b]Divorce rate is based on total ever married; e.g., a divorce rate of 25% would be reported for a group of 12 respondents of whom 9 were married and 3 were separated or divorced.

Data:

D 2.1 Marriage rate for grads (24%) has reverted to 1956 level (23%) from low of 21% in 1971.

D 2.2 Marriage rate for drops (43%) is higher than for grads (24%).

D 2.3 Marriage rate for MA grads (26%) and Black grads (30%) are higher than for Other grads (21%).

D 2.4 Divorce rate for drops (19%) is higher than for grads (12%).

Inference:

I 2.1 Unless divorce rates of 19% for drops and 12% for grads are acceptable, preparation for marriage remains an urgent need for the large number of youth who marry within one to three years after leaving school. The need is greatest for drops, MAs and Blacks.

RECOMMENDATION:

R 2.1 District revise curriculum to include instruction on preparation for marriage. (Note: This is consistent with district education goal 11, "To help each student develop an awareness of future family responsibilities.")

3. NUMBER OF CHILDREN

TABLE 3-A

NUMBER OF CHILDREN OF EVER MARRIED RESPONDENTS BY GRAD OR DROP AND ETHNICITY

GROUP		No. Ever Married[a]	No. of Children 0	1	2	3+	% Having 1 or More Children
GRADS:	MA	49	33	12	4	0	32.7
	Black	29	20	7	2	0	38.0
	Other	84	61	18	2	3	27.4
	Total	162	114	37	8	3	29.6
DROPS:	MA	46	19	18	6	3	58.7
	Other[b]	46	27	17	2	0	41.3
	Total	92	46	35	8	3	50.0

[a] Includes married, separated, divorced and widowed.

[b] Includes Blacks.

20 YEARS 1956-76

TABLE 3-B

AVERAGE NUMBER OF CHILDREN PER MARRIAGE, 1956-1976

GROUP	1956	1976			
	TOTAL	MA	BLACK	OTHER	TOTAL
GRADS	.4	.41	.38	.37	.38
DROPS	.8	.85	.25	.42	.65

TABLE 3-C

NUMBER OF CHILDREN OF SINGLE (NEVER MARRIED) RESPONDENTS BY GRAD OR DROP AND ETHNICITY

GROUP		No. Single (Never Married)	No. of Children 0	1	2	3+	% Having 1 or More Children
GRADS:	MA	133	127	5	1	0	4.5
	Black	68	64	4	0	0	5.9
	Other	306	305	0	0	1	.3
	Total	507	496	9	1	1	2.2
DROPS:	MA	42	32	10	0	0	23.8
	Other[a]	73	63	8	2	0	13.7
	Total	115	95	18	2	0	17.4

[a] Includes Blacks.

Data:

D 3.1 Average number of children per marriage (.38 - grads, .65 - drops) is down from 1956 (.4 - grads, .8 - drops).

D 3.2 Average number of children is higher for MAs (.41 - grads, .85 - drops) than for Blacks (.38 - grads, .25 - drops) or Others (.37 - grads, .48 - drops).

D 3.3 17.4% of single (never married) drops and 2.2% of single grads report having one or more children.

D 3.4 Percent of grads reporting one or more children has decreased to 29.6 from 44.7 in 1971; percent of drops has decreased to 50.0 from 58.5 in 1971. (Note: 1971 not shown in tables.)

D 3.5 Percent of drops having one or more children (50.0) is significantly higher than for grads (29.6).

Inferences:

I 3.1 The need to prepare young people for parenthood is strongly suggested by the data.

I 3.2 High child-bearing rates of drops indicates the need for instruction in the areas of child care and parenthood early in the high school curriculum.

RECOMMENDATION:

R 3.1 District develop curriculum to help prepare students for marriage and parenthood.

TABLE 4-A

PRESENT ACTIVITY OF GRADS AND DROPS, BY ETHNICITY AND SEX

GROUP	N	PERCENT IN ACTIVITY														
		Employed			Unemployed			In School								
		Full	Part	Total	Want Work	Not Want	Total	Full	Part	And Work	Total a	Total Adjd.[a]	Military	Other	Home-maker	No Resp.
GRADS: MA	192	39	9	47	10	2	11	16	1	15	32	40	1	2	5	1
Black	100	22	11	33	8	1	9	39	1	9	49	6[illegible]	4	1	3	1
Other	408	37	11	48	6	b	6	21	3	12	36	4[illegible]	3	2	4	0
Total	700	35	10	46	7	1	8	22	2	12	37	48	3	2	4	b
DROPS: MA	93	28	11	39	20	13	33	4	0	1	5		5	5	12	0
Other[c]	127	39	4	43	22	3	25	5	2	4	10		11	2	8	0
Total	220	35	7	41	21	7	29	5	1	3	8		9	4	10	0
MALE: Grad	329	39	9	48	8	b	9	20	2	14	35	47	6	2	0	1
Drop	122	46	8	54	22	1	23	4	0	2	7		15	2	0	0
Total	451	41	9	50	12	b	12	15	1	11	27		8	2	0	b
FEMALE: Grad	371	32	12	44	6	1	8	24	3	11	38	48	b	2	8	b
Drop	98	21	5	26	21	15	36	5	2	4	11		0	5	22	0
Total	469	30	10	40	9	4	14	20	3	10	32		b	3	11	b

[a]Apparent discrepancies will be noted in percent of grads reporting some form of schooling in Table 4-A and percent reporting attendance in school in Table 13. In question 4, respondents were asked, "What are you doing now? (Check the main one)." Because many of the questionnaires were completed in late June or July, some respondents enrolled in school during the academic year but working in the summer, may have checked a "working" response rather than an "in school" response. Also, some who may be working full time and attending school part time would have checked "working full time" as the "main one," thus masking the fact that they had been enrolled in college. Hence, the percentages reported in the column headed "adjusted" are thought to be a more accurate representation of graduates enrolled in college. These figures are taken from Table 13 and will be used as the basis for comments on schooling.

[b]Less than 1%.

[c]Includes Blacks.

20 YEARS 1956-76

TABLE 4-B

COMPARISON OF SELECTED PRESENT ACTIVITY OF GRADS AND DROPS, BY ETHNICITY, 1956-76

GROUP	PERCENT[a]							
	Employed (full- or part-time)		Unemployed (Seeking work)		In School		Military	
	1956	1976	1956	1976	1956	1976 adj.[b]	1956	1976
GRADS: MA	36	47	15	10	22	40	10	1
Other[c]	44	45	3	6	39	51	6	4
Total	42	46	5	7	35	48	7	3
DROPS: MA	28	39	21	20	2	5	28	5
Other[d]	37	43	6	22	4	10	21	11
Total	33	41	11	21	3	8	24	9

[a] Totals may add to less than 100% for some rows because this table omits some "present activity" categories; totals may add to more than 100% for some 1976 rows because adjusted "in school" figures from Table 13 are higher than "in school" responses to question 4.

[b] This column is drawn from Table 13 (see footnote to Table 4-A for explanation of "adjusted").

[c] For purpose of 20 year comparison, Other is recalculated to include all grads other than MA, thus Other figures for 1976 are not the same as in Table 4-A.

[d] Includes Blacks.

Data:

D 4.1 The rates of employment (full-time plus part-time) for MA and Other grads are virtually the same (47%-48%); both are higher than for Blacks (33%).

D 4.2 The rate of full-time employment for MA drops is lower than for Other drops (28%-39%); part-time employment makes the total employment rates for MA and Other drops more nearly the same (39%-43%).

D 4.3 The unemployed rate for grads seeking work is highest for MAs (10%), followed by Blacks (8%) and Others (6%).

D 4.4 The unemployed rate for drops seeking work are about the same for MAs and Others (20%-22%).

D 4.5 The unemployed rate is three times as high for drops seeking work as for grads (21%-7%).

D 4.6 Male and female grads have similar rates of employment (48%-44%) and unemployment (9%-8%), but the employment rate for male drops is more than twice as high as for female drops (54%-26%). There is virtually no difference in unemployment rates between male and female drops seeking work (22%-21%).

D 4.7 In school rate for grads is highest for Blacks (64%), followed by Others (47%) and MAs (40%).

D 4.8 In school rates for male and female grads are virtually the same (47%-48%), in contrast to 1971 (56%-44%).

D 4.9 Military service rate is three times as high for drops as for grads (9%-3%). Highest rate is for Other drops (11%), followed by MA drops (5%).

20 YEAR TRENDS (1956-76)

D 4.10 Employment rate is up for MA grads (36%-47%); unchanged for Other grads (44%-45%); up for MA drops (28%-39%); up for Other drops (37%-43%).

D 4.11 Unemployment rate is down for MA grads (15%-10%); up for Other grads (3%-6%); unchanged for MA drops (21%-20%); up for Other drops (6%-22%).

D 4.12 In school rate has nearly doubled for MA grads (22%-40%) while increasing by approximately one-third for Other grads (39%-51%). In school rates are up for MA drops (2%-5%) and Other drops (4%-10%).

D 4.13 Military service rate has declined for grads (7%-3%) and for drops (24%-9%).

Inferences:

I 4.1 Increase in employment rate reflects favorably on district career education program.

I 4.2 Increase in employment shows a leveling of differences between MA and Other grads. Inasmuch as this trend was evident in the intervening five-year studies as well, the inference may be drawn that it also reflects a decrease in racial discrimination. This inference is supported by the 20 year change in unemployment rates between MA and Others.

I 4.3 High unemployment rate among drops indicates continued need for career education early in high school curriculum.

I 4.4 Increased college attendance rate of females (now on parity with males) reflects recent emphasis on sex equity in school and society.

I 4.5 The comparatively high rate of college attendance by Blacks (highest of all groups reporting) confirms and continues this finding from the 1971 study.

RECOMMENDATIONS:

R 4.1 Schools strengthen career education programs in grades 9 and 10 for potential drops.

R 4.2 Schools continue efforts to encourage MAs to consider college.

TABLE 5

SOURCE OF LIFE PLANS HELP TO GRADS AND DROPS WHILE IN HIGH SCHOOL BY ETHNICITY, CURRICULUM, SEX

GROUP	N	PER CENT REPORTING HELP BY:						
		Adult Friends	Friends Own Age	Teachers	Counselors	No Help	Others	No Response
GRADS: MA	192	14	14	21	16	21	11	2
Black	100	21	5	22	21	19	10	2
Other	408	21	15	24	9	15	12	3
Total	700	19	14	23	13	17	11	3
DROPS: MA	93	22	18	9	18	22	10	2
Other	127	30	13	6	7	20	19	6
Total	220	26	16	7	12	20	15	5
CURRICULUM:								
Univ. Prep.	247	20	14	28	13	14	9	2
Business Ed.	125	14	17	22	13	19	13	2
Vocational Ed.	161	22	17	17	10	20	9	4
General	381	23	12	13	13	20	16	3
Special	6	17	0	50	0	17	17	0
MALES	451	23	14	19	10	19	14	2
FEMALES	469	19	13	19	15	18	11	4
TOTAL - 1976	920	21	14	19	13	18	12	3
TOTAL - 1971	1203	18	15	23	13	18	11	5

Note: 20 year trends are not available as wording of this question was changed in 1971 and 1976.

Data:

D 5.1 Among grads most help was received from teachers (23%), least from others (11%) and counselors (13%).

D 5.2 Among drops most help was received from adult friends (26%), least from teachers (7%).

D 5.3 Percent reporting help from counselors increased since 1971 (1976--13; 1971--10).

D 5.4 More females (15%) than males (10%) reported help from counselors.

D 5.5 Percent reporting no help from any source remained stable (1976--18; 1971--18).

Inferences:

I 5.1 Influence of school personnel on life plans of students is positively related to length of time students are in school.

I 5.2 Teachers have more influence than counselors because they have more contact with students.

RECOMMENDATIONS:

R 5.1 Schools identify potential dropouts and direct faculty resources toward assisting such students with life plans.

R 5.2 Schools increase counselor-student contacts through greater use of group counseling.

TABLE 6-A

FIRST AND SECOND MAIN REASONS FOR DROPPING SCHOOL,
BY ETHNICITY AND SEX

	REASONS	PERCENT REPORTING														
		MA Drops N-93			Other Drops[a] N-127			All Drops N-220			Males N-122			Females N-98		
		1st	2nd	Tot.	1st	2nd	Tot.	1st	2nd	Tot.	1st	2nd	Tot.	1st	2nd	T
Some degree of school control	1. Preferred work to school[b]	15	5	20	13	10	24	14	8	22	19	11	30	8	5	
	2. Not interested in school	12	5	17	26	9	35	20	7	27	21	7	28	18	8	
	3. School too hard	2	3	5	1	1	2	1	2	3	0	1	1	3	3	
	4. Doing failing work	3	10	13	6	7	13	5	8	13	2	7	10	7	9	
	5. Disliked teacher(s)	5	2	8	8	7	15	7	5	12	10	5	15	3	5	
	6. Disliked subject(s)	2	6	9	1	6	6	1	6	7	1	7	8	2	4	
	7. Could learn more outside school	3	8	11	13	6	19	9	7	15	12	10	22	4	3	
Little or no school control	8. Needed money to help at home	11	4	15	5	3	8	7	4	11	9	6	15	5	1	
	9. Needed/wanted spending money	4	5	10	0	4	4	2	5	6	2	6	7	2	3	
	10. Ill health	1	0	1	0	0	0	c	0	c	0	0	0	1	0	
	11. Friends left school	2	1	3	0	1	1	1	1	2	2	2	3	0	0	
	12. Parents wanted me to leave	2	0	2	0	1	1	1	c	1	0	0	0	2	1	
	13. Marriage	13	3	16	5	4	9	8	4	12	2	1	3	15	7	
	14. Other reasons or no response	15	19	34	13	13	25	14	15	29	12	13	25	15	18	
	No response	9	27	35	11	29	40	10	28	38	7	25	33	13	32	

[a] Includes Blacks.

[b] Read: Of the 93 MA drops, 15% reported "preferred work to school" as their first main reason for quitting school, 5% reported it as their second main reason, a total of 20% reported is as either their first or second main reason.

[c] Less than 1%.

20 YEARS 1956-76

TABLE 6-B

COMPARISONS OF FIRST AND SECOND PRINCIPAL REASONS FOR DROPPING SCHOOL, BY ETHNICITY, 1956-1976

	BY PERCENT RESPONDING TO ITEMS 1 - 13					
	MA Drops		Other Drops		All Drops	
Reason Number	1-7	8-13	1-7	8-13	1-7	8-13
Degree of School Control	Some	Little	Some	Little	Some	Little
1956	41	59	52	48	47	53
1976	64	36	84	16	75	25

Data:

Note: Reasons are grouped in the order shown in Table 6-A because 1-7 are areas over which school has some control, while 8-13 are areas over which school has little or no control. These groupings are arbitrary but helpful for purposes of analysis and comparison with previous studies.

D 6.1 As in past studies, "Not interested in school" is the highest (combined first and second reasons) response (27% of Total, 17% of MAs, 35% of Others).

D 6.2 "Preferred work to school" is the second highest response (22% of Total, 20% of MAs, 24% of Others), in contrast to 1971 when, "Doing failing work" was second. (Note: 1971 not shown in tables.)

D 6.3 "Preferred work to school" is the highest response of males (30%); "Not interested in school" is the highest response of females (27%), in contrast to 1971 when "Marriage" was highest.

D 6.4 Percent giving reasons over which school has some control has increased steadily since 1956 (1976--75; 1971--66; 1966--60; 1961--59; 1956--47).

20 YEAR TRENDS (1956-76)

D 6.5 Division of responsibility (some school control or little school control) for reasons given for dropping has changed from 47-53% to 75-25%.

Inferences:

I 6.1 Need for alternatives to conventional schooling is indicated by high proportion of respondents who drop because of lack of interest in school.

I 6.2 Steady increase over a 20 year period of school-related reasons for dropping indicates need for early identification and counseling of potential drops.

I 6.3 Substantial change has occurred in the potential division of responsibility (re degree of school control) assigned to drop reasons. Although not a precise measure, the degree of shift makes this subject deserving of careful study.

RECOMMENDATIONS:

R 6.1 District identify potential drops in grades 9 and 10 and intensify counseling efforts with this group.

R 6.2 District study additional alternative educational programs, including evening high school, for potential drops.

7. NUMBER OF JOBS HELD SINCE LEAVING SCHOOL

Note: Tables 7-A, 7B, 7-C and 7-D do not include part-time workers as being in the labor market. "In labor market" includes only those working full time plus those unemployed and seeking work. The arbitrary decision was made that both part-time workers and all workers attending college would not be included. Reader may make his or her own judgment and will find numbers involved by referring to Table 4-A.

TABLE 7-A

NUMBER OF JOBS HELD SINCE LEAVING SCHOOL BY THOSE WORKING FULL TIME OR SEEKING WORK, BY GRADS AND DROPS, ETHNICITY

		GRADS						DROPS						
		NUMBER OF JOBS HELD						NUMBER OF JOBS HELD						
GROUP		N	0	1	2	3	4+	N	0	1	2	3	4+	NR
MA	F[a]	74	0	39	19	10	6	26	0	12	7	5	2	0
	S[b]	19	10	3	4	2	0	19	7	6	1	1	3	1
	Total	93	10	42	23	12	6	45	7	18	8	6	5	1
BLACK	F	22	0	11	9	2	0	Included with Other Drops						
	S	8	4	2	2	0	0							
	Total	30	4	13	11	2	0							
OTHER	F	151	0	82	47	13	9	50	0	25	10	7	8	0
	S	24	7	5	8	2	2	28	12	6	3	4	3	0
	Total	175	7	87	55	15	11	78	12	31	13	11	11	0
TOTAL	F	247	0	132	75	25	15	76	0	37	17	12	10	0
	S	51	21	10	14	4	2	47	19	12	4	5	6	1
	Total	298	21	142	89	29	17	123	19	49	21	17	16	1

[a]Working full time

[b]Seeking work

TABLE 7-B

PERCENT OF GRADS AND DROPS IN LABOR MARKET WHO HAVE NOT HELD ONE JOB SINCE LEAVING SCHOOL, BY ETHNICITY, 1956-1976

	1956		1976		
GROUP	MA	OTHER	MA	BLACK	OTHER
GRADS	17	1	13	17	10
DROPS	38	14	18	-	15[a]

[a]Includes Blacks

TABLE 7-C

AVERAGE NUMBER OF JOBS HELD BY GRADS AND DROPS WORKING FULL TIME, BY ETHNICITY, 1956-1976

	1956		1976		
GROUP	MA	OTHER	MA	BLACK	OTHER
GRADS	2.1	1.9	1.7	1.5	1.7
DROPS	2.7	2.1	1.8	-	2.0[a]

[a]Includes Blacks

TABLE 7-D

PERCENT OF GRADS AND DROPS IN LABOR MARKET EMPLOYED FULL TIME, BY ETHNICITY, 1956-1976

GROUP		1956	1976
GRADS:	MA	67	80
	Black	ND	73
	Other	93	86
	Total	88	83
DROPS:	MA	50	58
	Other[a]	82	64
	Total	68	62

[a]Includes Blacks

Data:

D 7.1 Employment rate of grads in labor market (83%) is higher than that of drops (62%).

D 7.2 Percent of grads who have not had one job is higher for MAs (13) and Blacks (17) than for Others (10).

D 7.3 Average number of jobs held is lower for grads (1.7) than for drops (2.0).

20 YEAR TRENDS (1956-76)

D 7.4 Percent of grads in labor market employed full time increased between 1956 and 1976 for MAs (67-80%) and decreased for Others (93-86%) and for total grads (88-83%).

D 7.5 Percent of drops in labor market employed full time increased between 1956 and 1976 for MAs (50-58%) and decreased for Others (82-64%) and total drops (68-62%).

D 7.6 Percent of MAs who have not held one job since leaving school has decreased between 1956 and 1976 for both grads (17-13%) and drops (38-18%).

Inferences:

I 7.1 Increase in full time employment rate between 1971 and 1976 occurred during economic recession, hence reflects favorably on district career education programs.

I 7.2 Graduates enjoy a 4:3 advantage over drops in securing full-time employment.

I 7.3 Differential in employment rates of MAs and Others has narrowed markedly over the 20 year period of these studies; the same is true of Blacks compared to Others over the period 1971-1976.

RECOMMENDATIONS:

R 7.1 District continue to extend job training and placement opportunities for both grads and drops.

R 7.2 District study effects of career centers, work experience program and Regional Occupational Center programs on employment of grads and drops.

TABLE 8-A

JOB CATEGORIES FOR GRADS AND DROPS WORKING FULL TIME, BY ETHNICITY

GROUP		N	PERCENT							
			Professional /Managerial	Clerical/ Sales	Service	Farming/ Forestry	Skilled	Semi-Skilled	Un-Skilled	NR or UNK[a]
GRADS:	MA	74	3	24	8	0	8	26	16	15
	Black	23	9	57	13	0	4	17	0	0
	Other	150	5	46	7	1	6	17	11	5
	Total	247	5	40	8	1	6	20	12	8
DROPS:	MA	26	0	27	4	4	8	31	19	8
	Other[b]	50	0	10	6	0	8	38	26	12
	Total	76	0	16	5	1	8	36	24	11

[a]Includes "Unknown" because job title information given by respondents was inadequate to permit proper classification of jobs.

[b]Includes Blacks

20 YEARS 1956-76

TABLE 8-B

JOB CATEGORY COMPARISONS FOR GRADS AND DROPS WORKING FULL TIME, BY ETHNICITY, 1956-1976

GROUP		PERCENT						
		Professional	Clerical Sales	Service	Farming Forestry	Skilled	Semi-Skilled	Un-Skilled
GRADS: MA	1956	0	42	0	8	0	41	8
	1976[a]	3	24	8	0	8	26	16
O[b]	1956	4	47	6	5	13	21	4
	1976	6	47	8	1	6	17	10
Total	1956	3	47	6	6	11	23	4
	1976	5	40	8	1	6	20	12
DROPS: MA	1956	0	0	25	12	0	12	50
	1976	0	27	4	4	8	31	19
O[b]	1956	6	11	11	11	11	45	6
	1976	0	10	6	0	8	38	26
Total	1956	4	8	15	12	8	35	20
	1976	0	16	5	1	8	36	24

[a] 1976 percents do not add to 100 due to omission on this table of NR and Unknown (see Table 8-A).

[b] Includes Blacks

Data:

D 8.1 As in previous studies, largest category of employment for grads is clerical and sales at 40%.

D 8.2 Largest employment category for drops is semi-skilled at 36%.

20 YEAR TRENDS (1956-76)

D 8.3 Professional/Managerial: Grads up from 3% to 5%; drops down from 4% to 0%.

D 8.4 Clerical/Sales: Grads down from 47% to 40%; drops up from 8% to 16%.

D 8.5 Service: Grads up from 6% to 8%; drops down from 15% to 5%.

D 8.6 Farming/Forestry: Grads down from 6% to 1%; drops down from 12% to 1%.

D 8.7 Skilled: Grads down from 11% to 6% (MA grads up from 0% to 8%); drops stable at 8% (MA drops up from 0% to 8%).

D 8.8 Semi-skilled: Grads down from 23% to 20% (MA grads down from 41% to 26%); drops up from 35% to 36%.

D 8.9 Unskilled: Grads up from 4% to 12% (MA grads up from 8% to 16%); drops up from 20% to 24% (MA drops down from 50% to 19%; Other drops up from 6% to 26%).

Inferences:

I 8.1 Increase in percent of MA grads in unskilled is possibly related to large increase in MA college attendance from 22% in 1956 to 40% in 1976 (see Table 13).

I 8.2 Continued disadvantage of drops in competing for jobs is reflected in their continued high rates in semi-skilled and unskilled categories.

I 8.3 Continued high rate of employment in clerical and sales jobs (despite decrease from previous studies) reflects positively on district business education program.

RECOMMENDATIONS:

R 8.1 District revise career education and work experience programs to provide greater emphasis on job opportunities in service and skilled categories.

R 8.2 Counselors use data from this section in efforts to encourage students to remain in school.

TABLE 9-A

AVERAGE[a] WEEKLY SALARY FOR GRADS AND DROPS EMPLOYED FULL TIME, BY ETHNICITY, SEX

GROUP		N	PERCENT REPORTING							DOLLARS
			Less than $50	$50-99	$100-149	$150-199	$200-249	$250-299	$300-349	$350+	Average Weekly
GRADS:	MA	70	0	9	24	27	13	13	4	10	198
	Black	22	0	9	18	36	14	14	5	5	192
	Other	149	1	9	35	29	9	6	7	4	175
	Total	241	b	9	30	29	11	9	6	6	183
DROPS:	MA	26	0	12	35	31	12	0	4	8	171
	Other[c]	49	0	8	41	22	12	4	4	8	177
	Total	75	0	9	39	25	12	3	4	8	175
MALES:	GRADS	123	0	2	22	30	14	15	11	7	210
	DROPS	56	0	5	38	25	13	4	5	11	188
FEMALES	GRADS	118	1	16	39	28	8	3	1	5	155
	DROPS	19	0	21	42	26	11	0	0	0	138

[a]Averages derived by using mid-point of each range: $50 used for Less than $50 column, $375 used for $350+ column.

[b]Less than 1%.

[c]Includes Blacks

20 YEARS 1956-76

TABLE 9-B

COMPARISONS OF AVERAGE WEEKLY SALARY FOR GRADS AND DROPS EMPLOYED FULL TIME, BY ETHNICITY, 1956-1976

GROUP		AVERAGE SALARY 1956	AVERAGE SALARY 1976	PERCENT GAIN 1956-1976
GRADS:	MA	$ 61	$198	225
	Other[a]	67	178	166
	Total	66	183	177
DROPS:	MA	62	171	176
	Other[a]	72	177	146
	Total	69	175	154

[a]Includes Blacks

Data:

D 9.1 Average weekly salary for grads employed full time is highest for MAs ($198), followed by Blacks ($192) and Others ($175).

D 9.2 Average weekly salary for drops employed full time is higher for Others than for MAs ($177 - $171).

D 9.3 Average weekly salary for male grads employed full time is higher than for female grads ($210 - $155); average for male drops is higher than for female drops ($188 - $138).

D 9.4 Average weekly salary for grads is higher than for drops ($183 - $175).

20 YEAR TRENDS (1956-76)

Note: Cost of living in the San Francisco Bay Area increased 110% from 1956-76. Source: U.S. Department of Labor.

D 9.5 Salary of MA grads increased 225%; salary of Other grads increased 166%.

D 9.6 Salary of MA drops increased 176%; salary of Other drops increased 146%.

Inferences:

I 9.1 Gain in salaries from 1956-76 (177% for grads, 154% for drops) is considerably more than cost of living increase (110%), reflecting favorably on schools' efforts to prepare students for job market.

I 9.2 Favorable position of grads over drops, both in average salary and in percent gain, supports economic value of remaining in school through graduation.

I 9.3 Higher gains for MA grads over Other grads (225% - 166%) may be attributed to increased MA graduation rate (Table B), and/or to increased efforts of employers to hire minorities.

I 9.4 Higher salaries of males may be evidence of continuing sex discrimination in employment practices.

RECOMMENDATIONS:

R 9.1 Schools publicize salary data through career centers and other media as an incentive to students to remain in school until graduation.

R 9.2 District conduct study to determine reasons for differential salaries of males and females.

10. RELATIONSHIP OF PRESENT ACTIVITY TO PLANS WHILE IN HIGH SCHOOL

TABLE 10-A

RELATIONSHIP OF PRESENT ACTIVITY OF GRADS AND DROPS TO PLANS WHILE IN HIGH SCHOOL, BY ETHNICITY

GROUP		N	Nothing in mind while in high school %	Little relationship %	Some relationship %	Close relationship %	No response %
GRADS-MA:	College[a]	62	21	10	32	34	3
	Work[b]	91	35	31	11	20	3
	Other	39	21	33	15	15	16
	Total	192	28	24	20	23	5
GRADS-BL:	College	49	14	8	24	45	9
	Work	33	15	27	33	24	1
	Other	18	0	50	22	11	17
	Total	100	12	22	27	33	6
GRADS-OTH:	College	145	14	5	27	48	6
	Work	196	26	30	26	16	3
	Other	67	25	25	21	24	4
	Total	408	22	20	25	28	5
GRADS-TOT:	College	256	16	7	28	44	5
	Work	320	28	30	23	18	1
	Other	124	20	31	19	21	9
	Total	700	22	22	24	28	4
DROPS-MA:	Work	36	22	39	17	19	3
	Military[c]	6	17	33	17	17	16
	Other	51	29	43	6	22	0
	Total	93	25	41	11	20	3
DROPS-OTH[d]:	Work	55	33	24	18	20	5
	Military	15	33	27	7	27	6
	Other	57	21	25	19	4	31
	Total	127	30	26	18	17	9
DROPS-TOT:	Work	91	29	30	18	20	3
	Military	21	29	29	10	24	8
	Other	108	27	35	14	16	8
	Total	220	28	32	15	18	7

[a] Responded to Q. 4 with "in school full time," "in school part time," "school and working part time."

[b] Responded to Q. 4 with "working full time" or "working part time."

[c] Responded to Q. 4 with "military service."

[d] Includes Blacks.

20 YEARS 1956-76

TABLE 10-B

COMPARISONS OF PRESENT ACTIVITY OF GRADS AND DROPS TO PLANS WHILE IN HIGH SCHOOL, BY ETHNICITY, 1956-1976

GROUP	Percentage Point Change from 1956 to 1976[a]				
	Nothing in mind in h. s.	Little Relationship	Some Relationship	Close Relationship	NR
GRADS-MA: College[b]	- 1	- 1	+10	+ 1	- 8
Work[c]	+10	-11	- 6	+ 3	+ 3
Other	+16	- 7	- 5	0	- 4
Total	+13	-10	0	+ 3	- 7
GRADS-OTH:[d] College	+ 3	+ 5	+16	-29	+ 6
Work	+ 2	+ 7	- 1	-10	+ 3
Other	+ 3	+ 3	- 3	+ 4	- 6
Total	+ 3	+ 4	+ 4	-14	+ 1
GRADS-TOT: College	+ 3	+ 4	+17	-27	+ 2
Work	+ 6	+ 4	- 4	- 8	+ 1
Other	+ 6	- 1	- 4	+ 4	- 6
Total	+ 5	+ 3	+ 3	-11	- 2
DROPS-MA: Work	- 3	+14	-21	+ 7	+ 3
Military[e]	+ 2	- 5	-21	+ 9	+16
Other	- 2	- 7	- 2	+14	- 4
Total	- 1	- 2	-10	+11	+ 1
DROPS-OTH:[d] Work	0	-15	+ 7	+ 3	+ 5
Military	- 5	+ 4	-24	+19	+ 7
Other	+ 7	-11	+ 6	-17	+11
Total	+ 3	- 9	+ 2	- 2	+ 7
DROPS-TOT: Work	- 2	- 5	- 1	+ 5	+ 3
Military	+ 2	- 2	-25	+16	+ 8
Other	+ 2	- 9	+ 3	- 2	+ 4
Total	+ 1	- 7	- 3	+ 3	+ 5

[a] Gain (+) or loss (-). Examples: +5 would be shown for a group reporting 10% in 1956 and 15% in 1976; -6 would be shown for a group reporting 16% in 1956 and 10% in 1976.

[b] Responded to Q. 4 with "in school full time," "in school part time," or "school and working part time."

[c] Responded to Q. 4 with "working full time" or "working part time."

[d] Includes Blacks.

[e] Responded to Q. 4 with "military service."

Data:

D 10.1 Nothing in mind while in high school

D 10.1.1 Rate for grads is 22% (MAs -- 28%, Blacks -- 12%, Others -- 22%).

D 10.1.2 Working grads have higher rate (28%) than those in college (16%) or those engaged in other pursuits (20%).

D 10.1.3 Rate for drops is 28% (MAs -- 25%, Others -- 30%).

D 10.1.4 Working drops have approximately the same rate (29%) as those in military (29%) and those engaged in other pursuits (27%).

D 10.2 Little relationship

D 10.2.1 Rate for grads is 22% (MAs -- 24%, Blacks -- 22%, Others -- 20%).

D 10.2.2 Working grads and those engaged in other pursuits have higher rates (30%; 31%) than those in college (7%).

D 10.2.3 Rate for drops is 32% (MAs -- 41%, Others -- 26%).

D 10.2.4 Drops engaged in pursuits other than work or military have a higher rate (35%) than those working (30%) or in military service (29%).

D 10.3 Close relationship

D 10.3.1 Rate for grads is 28% (MAs -- 23%, Blacks -- 33%, Others -- 28%).

D 10.3.2 Grads in college have higher rate (44%) than those working (18%) or engaged in other pursuits (21%).

D 10.3.3 Rate for drops is 18% (MAs -- 20%, Others -- 17%).

D 10.3.4 Drops in military service have a higher rate (24%) than those working (20%) or engaged in other pursuits (16%).

20 YEAR TRENDS (1956-76)

D 10.4 Rate of grads indicating that they had nothing very definite in mind while attending high school is up from 17% to 22% (MAs up from 15% to 28%, Others, including Blacks, up from 17% to 20%).

D 10.5 Rate of drops indicating that they had nothing very definite in mind while attending high school is up from 27% to 28%, reflecting virtually no change.

D 10.6 Rate of grads indicating that they are not doing anything like what they had in mind in high school is up from 19% to 22% (MAs down from 34% to 24%; Others, including Blacks, up from 16% to 20%).

D 10.7 Rate of drops indicating that they are not doing anything like what they had in mind in high school is down from 39% to 32% (MAs down from 43% to 41%; Others, including Blacks, down from 35% to 26%).

D 10.8 Rate of grads indicating that they are doing exactly or almost exactly what they had in mind in high school is down from 39% to 28% (MAs up from 20%

to 23%; Others, including Blacks, down from 43% to 32%).

D 10.9 Rate of drops indicating that they are doing exactly or almost exactly what they had in mind in high school is up from 15% to 18% (MAs up from 9% to 20%; Others, including Blacks, down from 19% to 17%).

Inferences:

I 10.1 Increase in rate of grads with nothing very definite in mind in high school may reflect general unrest and uncertainty in society in the early 1970's.

I 10.2 Decrease in rate of grads (except MAs) indicating a close relationship between present activity and plans in high school may indicate need for more emphasis on career counseling.

I 10.3 Increase in rate of MA grads indicating a close relationship between present activity and plans in high school may reflect schools' increased interest and assumption of responsibility for career preparation, as well as increased attention devoted to minorities in curriculum and counseling.

RECOMMENDATIONS:

R 10.1 Schools should increase efforts through counseling program to assist students in choosing and preparing for post-high school activities.

R 10.2 Special efforts should be made to identify potential drops early in their high school careers and assist them to develop educational and career goals.

11. DEGREE OF JOB SATISFACTION OF FULL TIME WORKERS

TABLE 11-A

FULL TIME GRAD AND DROP WORKERS: SATISFACTION WITH THREE ASPECTS OF PRESENT JOB, BY ETHNICITY

GROUP	TYPE OF WORK		SALARY		CHANCES FOR PROMOTION		TOTAL RESPONSES
	N[a]	% Yes	N[a]	% Yes	N[a]	% Yes	% Yes
GRADS: MA	72	79	70	66	70	61	69
Black	22	68	22	59	22	77	65
Other	151	78	151	57	151	65	67
Total	245	78	243	60	243	65	67
DROPS: MA	22	68	23	65	21	81	71
Other[b]	50	80	49	55	50	72	69
Total	72	76	72	58	71	75	70

[a] N is number responding to this question.
[b] Includes Blacks.

TABLE 11-B

COMPARISONS OF SATISFACTION (WITH TYPE OF WORK, SALARY, CHANCES FOR PROMOTION) OF FULL TIME GRAD AND DROP WORKERS, BY ETHNICITY 1956-1976

	PERCENT RESPONDING YES					
	GRADS			DROPS		
YEAR	MA	OTHER[a]	TOTAL	MA	OTHER[a]	TOTAL
1956	63	79	77	88	71	76
1976	69	66	67	71	69	70

[a]Includes Blacks

Data:

D 11.1 Rate of satisfaction of grads with type of work is highest for MAs (79%), followed by Others (78%) and Blacks (68%); rate for drops is higher for Others than for MAs (80% - 68%).

D 11.2 Rate of satisfaction of grads with salary is highest for MAs (66%), followed by Blacks (59%) and Others (57%); rate for drops is higher for MAs than for Others (65% - 55%).

D 11.3 Rate of satisfaction of grads with chances for promotion is highest for Blacks (77%), followed by Others (65%) and MAs (61%); rate for drops is higher for MAs than for Others (81% - 72%).

20 YEAR TRENDS (1956-76)

Note: Job satisfaction is based on combination of three factors -- type of work, salary and chances for promotion.

D 11.4 Job satisfaction has increased for MA grads (63% - 69%); decreased for Other grads (79% - 66%).

D 11.5 Job satisfaction has decreased for MA drops (88% - 71%); it has remained stable for Other drops (71% - 69%).

Inferences:

I 11.1 Increase in job satisfaction from 1956-76 by MA grads may be due to greater employability of MAs because of higher graduation rates and/or more favorable action by employers.

I 11.2 Decrease in job satisfaction by Other grads and MA and Other drops may reflect higher expectations of 1976 workers compared to 1956 workers.

RECOMMENDATION:

R 11.1 District continue to prepare students for labor market through career education program.

12. POST HIGH SCHOOL TRAINING OTHER THAN TWO- OR FOUR-YEAR COLLEGE

TABLE 12-A

POST HIGH SCHOOL TRAINING OF GRADS AND DROPS OTHER THAN TWO- OR FOUR-YEAR COLLEGE, BY ETHNICITY

GROUP	N	Responding N	PERCENT OF TOTAL N						
			Beauty College[a]	Barber College[a]	Business College	Apprentice Training	Military-Technical Trng.	Other Special Training	Total[b]
Grads: MA	192	62	4	0	4	7	2	16	32
Black	100	20	1	0	4	3	8	4	20
Other	408	102	1	0	2	7	5	9	25
Total	700	184	2	0	3	7	5	10	26
Drops: MA	93	29	2	0	0	5	8	16	31
Other[c]	127	53	2	0	4	10	19	7	42
Total	220	82	2	0	2	8	14	11	37

[a] It is assumed that most respondents attending beauty or business college are female, hence an estimate of the percentage of females in these categories is double that reported for all respondents. The same probably is true for males in barber college and military-technical training. Example: 2% of all graduates, or an estimated 4% of females, report beauty college training.

[b] Total column does not add across in every case because of rounding to nearest whole percent.

[c] Includes Blacks.

20 YEARS 1956-76

TABLE 12-B

COMPARISONS OF POST HIGH SCHOOL TRAINING OF GRADS AND DROPS OTHER THAN TWO- OR FOUR-YEAR COLLEGE, BY ETHNICITY
1956-1976

GROUP	PERCENTAGE ENROLLED, 1956 AND 1976													
	Beauty College		Barber College		Business College		Apprentice Training		Military-Technical Training		Other Special Training		Total	
	1956	1976	1956	1976	1956	1976	1956	1976	1956	1976	1956	1976	1956	1976
Grads: MA	0	4	0	0	7	4	7	7	12	2	7	16	34	32
Other[a]	2	1	0	0	4	2	7	6	8	6	7	8	28	24
Total	2	2	0	0	5	3	7	7	8	5	7	10	29	26
Drops: MA	0	2	4	0	4	0	6	5	25	8	0	16	40	31
Other[a]	2	2	0	0	2	4	5	10	23	19	3	7	34	42
Total	1	2	2	0	3	2	6	8	24	14	2	11	37	37

[a]Includes Blacks.

Data:

D 12.1 26% of grads report some form of post high school training other than two- or four-year college (43% in 1971).

D 12.2 37% of drops report some form of post high school training other than two- or four-year college (47% in 1971).

D 12.3 Group with highest rate for additional training is Other drops (42%); group with lowest rate is Black Grads (20%).

D 12.4 Percent of drops in military training (14) is nearly triple that of grads (5).

20 YEAR TRENDS (1956-76)

D 12.5 Participation of grads in post high school training other than two- or four-year college is down (29% - 26%); participation of drops has remained stable (37% - 37%).

D 12.6 Participation of MAs in military training has dropped sharply (MA grads: 12% - 2%; MA drops: 25% - 8%).

D 12.7 Participation of MAs in other (unspecified) special training has increased sharply (MA grads: 7% - 16%; MA drops: 0% - 16%).

Inferences:

I 12.1 Increased participation of MAs in other (unspecified) training may reflect new training programs available to minorities.

I 12.2 Reduced participation of all groups in military training may reflect end of Vietnam War and elimination of draft, as well as less dependence upon the military as a source of employment.

I 12.3 Availability of training opportunities other than college is relatively more important to drops than to grads.

RECOMMENDATIONS:

R 12.1 Schools strengthen programs to identify potential drops and inform them of training opportunities in public and private agencies.

R 12.2 Schools develop program to attract business college-bound students into district business education program.

13. ATTENDANCE AT TWO- OR FOUR-YEAR COLLEGES

TABLE 13

PRESENT ATTENDANCE OF GRADS AND DROPS AT 2- OR 4-YEAR COLLEGES[a] BY ETHNICITY, SEX

GROUP	PERCENT		
	NOW ATTENDING	NOT ATTENDING	NO RESPONSE
Grads: MA	40.1	54.2	5.7
Black	64.0	32.0	4.0
Other	47.3	48.3	4.4
Total	47.7	47.3	5.0
Grads: Male	47.4	47.7	4.9
Female	48.0	46.9	5.1
Drops: MA	2.2	88.1	9.7
Other[b]	7.9	81.1	11.0
Total	5.5	86.9	8.9

[a] See Table 14-A for division between 2- and 4-year colleges.

[b] Includes Blacks.

Note: 20 year data are shown in Table 4-B.

Data:

D 13.1 Nearly half (47.7%) of grads report attendance at a two- or four-year college.

D 13.2 Among grads, highest rate of college attendance is for Blacks (64%), lowest is for MAs (40.1%).

D 13.3 College attendance rates are virtually identical for males (47.4%) and females (48%), a change from 1971, when it was 56%/44%. (Data are not available for previous studies.)

D 13.4 One drop in 20 reports attending college.

Inferences:

I 13.1 High rate of college attendance by Black grads may reflect increasing efforts by schools and parents to encourage these students to pursue higher education.

I 13.2 Equal rates of college attendance by males and females attests to increasing emphasis on sex equity in society.

RECOMMENDATION:

R 13.1 District develop plan for a comprehensive and long range program to increase percent of MAs attending college.

TABLE 14-A

GRAD COLLEGE ENTRANCE, DROP, AND CONTINUING ATTENDANCE, BY ETHNICITY AND SEX: ENROLLMENT RATES BY COLLEGE

GROUP		All Colleges & Universities[a] N	All Colleges & Universities[a] %	Dropped, as percent of those starting	PER CENT STARTING COLLEGE ENROLLED AT:[b] 2-year Colleges SJCC	EVC	Other 2-year	Total 2-year	4-year Colleges and Universities SJSU	UC	Stanford	Santa Clara	Other 4-year	Total 4-year
MA: (N = 192)	Started	121	63											
	Dropped	44	23	36	42	28	5	75	20	0	1	2	2	25
	Attending	77	40											
BLACK: (N = 100)	Started	81	81											
	Dropped	17	17	21	31	20	6	57	23	1	0	9	10	43
	Attending	64	64											
OTHER: (N = 408)	Started	288	71											
	Dropped	95	23	33	36	19	12	67	16	3	0	5	9	33
	Attending	193	47											
TOTAL: (N = 700)	Started	490	70											
	Dropped	156	22	32	37	21	9	67	18	2	c	5	7	33
	Attending	334	48											
MALE: (N = 329)	Started	224	68											
	Dropped	68	21	30	43	19	8	70	15	2	c	5	7	30
	Attending	156	47											
FEMALE: (N = 371)	Started	266	72											
	Dropped	88	24	33	32	23	10	65	21	3	0	4	7	35
	Attending	178	48											

SJCC = San Jose City College; EVC = Evergreen Valley College; SJSU = San Jose State University; UC = University of California.

[a] Read: 121 MA grads (63% of all MA grads) started college; 44 (23% of all MA grads) dropped college; 77 (40%) remained in college.

[b] Read: Of all MA grads who started college, 42% enrolled at SJCC, 28% enrolled at EVC, etc.

[c] Less than 1%

20 YEARS 1956-76

TABLE 14-B

COMPARISONS OF GRAD COLLEGE ENTRANCE, DROP, AND CONTINUING ATTENDANCE RATES, BY ETHNICITY

GROUP		PERCENT OF GRADUATES					
		1956			1976		
		S[a]	D	A	S	D	A
MA:	Started	34			63		
	Dropped		12			20	
	Attending			22			40
Other:[b]	Started	50			73		
	Dropped		14			22	
	Attending			36			51
Total:	Started	47			70		
	Dropped		14			22	
	Attending			34			48

[a]SDA = Started, Dropped, Attending. Read: "34% of all MA grads in the 1956 study started college, 12% of all MA grads started but dropped, and 1 to 3 years after high school graduation, 22% of all MA grads remained in college. In the 1976 study, 63% of all MA grads started college..."

[b]Includes Blacks.

20 YEARS 1956-76

TABLE 14-C

COMPARISONS OF DROP AND CONTINUING ATTENDANCE RATES FOR GRADS STARTING COLLEGE, BY ETHNICITY 1956-1976

GROUP		Percent of grads starting college		Grads dropping (D) or still attending (A) as percent of those starting college, 1-3 years after high school graduation			
		1956	1976	1956		1976	
		S	S	D	A	D	A
MA:	Started	34	63				
	Dropped			35		36	
	Attending				65		64
Other[a]:	Started	50	73				
	Dropped			28		30	
	Attending				72		70
Total:	Started	47	70				
	Dropped			30		32	
	Attending				70		68

[a]Includes Blacks

20 YEARS 1956-76

TABLE 14-D

PERCENTAGE DISTRIBUTION OF GRADS ATTENDING COLLEGE, BY HIGH SCHOOL CURRICULUM,[a] 1956-1976

	University Prep	Business Education	Vocational	General	Special Education
1956	70	10	13	8	0
1976	51	11	16	21	0

[a]Read: In 1976 study, 51% of grads attending college were from university prep curriculum, 11% were from business education, etc.

Data:

D 14.1 70% of all grads started college (MAs - 63%, Blacks - 81%, Others - 71%).

D 14.2 Of those grads who started college, 32% dropped within 1 to 3 years (MAs - 36%, Blacks - 21%, Others - 33%).

D 14.3 Of all grads who started college, 67% enrolled in two-year colleges (MAs - 75%, Blacks - 57%, Others - 67%).

20 YEAR TRENDS (1956-76)

D 14.4 Percent of grads starting college has increased from 47 in 1956 to 70 in 1976 (MAs - 36-63, Others - 50-73).

D 14.5 Percent of grads still attending college one to three years after high school graduation has increased from 34 in 1956 to 48 in 1976 (MAs - 22-40, Others - 36-51).

D 14.6 Percent of grads from university prep curriculum attending college decreased from 70 in 1956 to 51 in 1976 (business education increased from 10-11, vocational increased from 13-16, and general increased from 8-21).

Inferences:

I 14.1 With approximately half of grads in college one to three years after high school graduation, the college preparatory function of the high school curriculum remains a matter of high priority.

I 14.2 Despite impressive gains in MA college enrollment rates, continuing efforts are needed to close the gap between MAs, Blacks and Others.

RECOMMENDATIONS:

R 14.1 District revise pre-college orientation program to assist students in gaining realistic understanding of requirements for college success.

R 14.2 District develop program to encourage more qualified students to enter such schools as UC, Stanford and Santa Clara.

15. REASONS FOR DROPPING COLLEGE

TABLE 15

REASONS FOR DROPPING JC OR COLLEGE
BY ETHNICITY

Group	N Responding	PERCENT								
		Poor Study Habits	Low Grades	No Definite Goal	Marriage	Took Job	Financial	Health	Needed at Home	Other
MA	61	7	8	18	3	20	15	2	3	25
Black	24	4	0	8	13	33	17	0	4	21
Other	94	9	2	16	6	24	14	5	2	21
Total	179[a]	7	4	16	6	24	15	3	3	22

[a]The number of respondents reported here and in Table 14-A differs; Table 14-A includes grads only, while some drops responded to question 15.

Data:

D 15.1 Most frequently cited reasons for leaving college were "took job" (24%), "other" (22%), "no definite goal" (16%), and "financial" (15%).

D 15.2 "Financial" as a reason for leaving college increased from 9% in 1971 to 15% in 1976.

Inference:

I 15.1 Higher costs of college education may be a factor of increasing importance in causing students to leave college for jobs.

RECOMMENDATIONS:

R 15.1 Schools revise pre-college orientation program to assist students in gaining realistic understanding of requirements for college success (see R 14.1).

R 15.2 Schools increase efforts to assist students in locating sources of financial aid.

20 YEARS 1956-76

TABLE 16-A

COMPARISONS OF GRAD AND DROP PARTICIPATION IN AND VALUE OF HIGH SCHOOL ACTIVITIES AND SERVICES, BY ETHNICITY, SEX
1956-1976
(Ratings: 1.00 = little or no help; 2.00 = helped some; 3.00 = helped much)

		Clubs		Athletics		Band or Choir		School paper or yearbook		Spirit Leader		Social activities		Stu. body or class officer		Library		Speech or Drama		Work experience		Counseling		Career Center	
GROUP	N	% Reporting Participation*	Average rating	% Reporting Participation*	Average rating	% Reporting Participation*	Average rating	% Reporting Participation*	Average rating	% Reporting Participation*	Average rating	% Reporting Participation*	Average rating	% Reporting Participation*	Average rating	% Reporting Participation*	Average rating	% Reporting Participation*	Average rating	% Reporting Participation*	Average rating	% Reporting Participation*	Average rating	% Reporting Participation*	Average rating
Grads	700	48	1.71	63	2.09	23	1.93	17	1.88	14	1.99	62	1.68	37	1.91	88	2.11	33	1.96	39	2.33	82	1.89	66	1.87
Drops	220	17	1.65	47	1.88	12	1.47	9	1.79	5	1.75	34	1.69	15	1.78	63	2.00	22	2.09	37	2.14	56	1.76	37	1.90
MA	285	37	1.73	52	1.98	17	1.59	18	1.85	11	2.04	56	1.73	32	1.87	77	2.17	28	1.95	44	2.29	69	1.94	56	1.94
Black	108	68	1.72	66	2.14	22	2.30	13	2.08	17	2.19	67	1.79	48	1.93	85	2.26	38	1.94	49	2.38	88	2.08	72	2.04
Other	527	38	1.65	46	2.07	23	1.80	14	1.84	12	1.87	55	1.63	30	1.75	85	2.03	30	2.00	33	2.26	78	1.79	59	1.79
Male	452	36	1.67	73	2.16	19	1.90	14	1.81	7	1.78	54	1.68	30	1.79	80	2.08	28	1.92	40	2.23	74	1.81	61	1.81
Female	468	47	1.72	46	1.88	23	1.75	16	1.92	17	2.05	59	1.68	36	1.99	85	2.11	33	2.03	37	2.36	78	1.93	59	1.93
Total 1976	920	42	1.70	59	2.06	21	1.82	15	1.87	12	1.97	56	1.68	33	1.90	83	2.10	31	1.98	38	2.29	76	1.87	60	1.87
Total 1956	345	67	2.04	64	2.17	NO DATA								45	2.15	57	2.11	NO DATA				77	2.19	NO DATA	

*Reported as a percentage of those responding to each item.

20 YEARS 1956-76

TABLE 16-B

COMPARISONS OF GRAD AND DROP RANKING OF PARTICIPATION IN AND VALUE OF SCHOOL ACTIVITIES AND SERVICES, BY ETHNICITY, SEX
1956-1976

GROUP	Clubs		Athletics		Band or Choir		School paper or yearbook		Spirit Leader		Social activities		Student body or class officer		Library		Speech or Drama		Work experience		Counseling		Career Center	
	R		R		A		N		K				O		R		D		E		R[a]			
	% Reporting participation	Average rating	% Reporting participation	Average rating	% Reporting participation	Average rating	% Reporting participation	Average rating	% Reporting participation	Average rating	% Reporting participation	Average rating	% Reporting participation	Average rating	% Reporting participation	Average rating	% Reporting participation	Average rating	% Reporting participation	Average rating	% Reporting participation	Average rating	% Reporting participation	Average rating
Grads	6	11	4	3	10	6	11	9	12	4	5	12	8	7	1	2	9	5	7	1	2	8	3	10
Drops	8	11	3	5	10	12	11	6	12	9	6	10	9	7	1	3	7	2	4	1	2	8	4	4
MA	7	10	5	4	11	12	10	9	12	3	3	10	8	8	1	2	9	5	6	1	2	6	3	6
Black	4	12	6	5	10	1	12	6	11	4	5	11	8	10	2	3	9	9	7	2	1	6	3	8
Other	6	11	5	2	10	7	11	6	12	5	4	12	8	10	1	3	8	4	7	1	2	8	3	8
Male	7	12	3	2	10	5	11	6	12	10	5	11	8	9	1	3	9	4	6	1	2	6	4	6
Female	5	11	6	9	10	10	12	8	11	3	3	12	8	5	1	2	9	4	7	1	2	6	3	6
Total 1976	6	11	4	3	10	10	11	7	12	5	5	12	8	6	1	2	9	4	7	1	2	7	3	7
Total 1956[b]	2	5	3	2	NO DATA								5	3	4	4	NO DATA				1	1	NO DATA	

[a]Read: Among grads, clubs ranked 6th in percentage reporting participation and 11th in rating of value; athletics ranked 4th in percentage reporting participation and 3rd in value.

[b]Ranks for 1956 (5 activities) are shown for information, but should not be compared with 1976 (12 activities).

Data:

D 16.1 Grads reported more participation than drops in all 12 activities and services and gave a higher rating to all but speech or drama and career center.

D 16.2 Blacks reported a higher level of participation than MAs and Others in all activities and services except band or choir, and school paper or yearbook.

D 16.3 Females reported a higher level of participation than males in all activities and services except athletics, work experience and career center.

D 16.4 Highest ranking activities and services were work experience (2.29), library (2.10) and athletics (2.06).

20 YEAR TRENDS (1956-76)

D 16.5 In the 5 activities and services included in both 1956 and 1976 studies (clubs, athletics, student body or class officer, library and counseling), participation was higher in 1956 in all except library, and ratings of value were higher in all 5.

Inferences:

I 16.1 Decreased participation from 1956 to 1976 in 4 of the 5 activities and services included in both studies may reflect greater appeal to youth of non-school, unsupervised activities.

I 16.2 Reasons for marked increase in participation in library, contrary to trend for other activities and services, are not known. This increase is significant when percentages for all 5 studies are considered (1956--57%, 1961--54%, 1966--71%, 1971--43%, 1976--83%), and should be studied further for possible clues it may provide for improving student academic performance.

I 16.3 Higher participation of Blacks than MAs or Others in activities and services may be related to subsequent higher college entrance rates.

RECOMMENDATIONS:

R 16.1 District study phenomenon of marked increase in participation in library to determine possible clues to improving academic performance of students.

R 16.2 District monitor progress of Title IX implementation and its effect on equalizing participation in athletics between males and females.

R 16.3 Schools evaluate student activities program and develop plans for increasing its appeal to students.

17. CHURCH ATTENDANCE

TABLE 17

COMPARISONS OF FREQUENCY OF CHURCH ATTENDANCE, 1961-1976

GROUP		PERCENT REPORTING CHURCH ATTENDANCE				
		Weekly	Monthly	Other	Never	No Response
MA	1961	45	13	14	13	16
	1966	56	13	14	13	4
	1971	25	5	48	17	4
	1976	19	6	52	19	4
Black	1971	31	2	42	20	4
	1976	23	6	45	24	2
Other	1961	40	12	24	19	4
	1966	42	11	22	20	4
	1971	21	4	43	27	5
	1976	20	2	43	31	4
Total	1961	41	12	22	18	7
	1966	45	12	21	19	4
	1971	23	4	45	24	4
	1976	20	4	46	27	4

Note: Responses are not separated for Drops and Grads.

Data:

D 17.1 Rate of weekly church attendance (20%) is less than half that of 1961 (41%).

D 17.2 Weekly church attendance of Blacks (23%) is higher than that of MAs (19%) or Others (20%).

D 17.3 More than one respondent in four (27%) reports never attending church.

D 17.4 Highest rate of non-attendance is for Others (31%), followed by Blacks (24%) and MAs (19%).

Inferences:

I 17.1 Decline in church attendance may reflect several phenomena, including (1) increasing secularism of society and (2) the search by youth for experience outside conventional religious institutions.

I 17.2 The school's role in moral education should be reassessed.

RECOMMENDATION:

R 17.1 District study need for program in moral education in light of church attendance data and response to item 9, Table 19.

18. HOW SPARE TIME IS SPENT

TABLE 18

SPARE TIME ACTIVITY OF GRADS AND DROPS IN WHICH MOST TIME IS SPENT, BY SEX, WITH 1961, 1966 AND 1971 COMPARISONS

GROUP	N	MAJOR ACTIVITY (PERCENT)													
		Participating in sports	Participating in parties or other social events	Participating in special interest clubs	Participating in art or music activities	Total Active	Attend movies	Spectator at sports events	Watch TV	Total Non-Active	Attend concerts or art exhibits	Read	Total Cultural	Other	No Response
Grads	700	17	18	6	8	49	5	2	11	18	1	11	12	17	4
Drops	220	14	29	3	4	50	5	a	11	17	5	5	10	18	6
Male	452	23	21	5	10	59	3	2	8	13	3	4	7	16	4
Female	468	9	20	6	5	39	7	2	13	22	2	14	16	18	4
Total 1976	920	16	20	5	7	49	5	2	11	18	2	9	11	17	4
Total 1971	1,203	17	24	2	7	50	5	2	10	17	1	10	11	20	3
Total 1966	874					71				17			2		10
Total 1961	467					46				30			7		17

[a]Less than 1%.

NOTE: 1961 and 1966 studies permitted free responses that were categorized as active, non-active or cultural. 1971 and 1976 studies specified 10 categories, including "other," clustered in Table 18 to correspond as closely as possible to three categories of earlier studies. Because of change in reporting format and large response to "other," comparisons of 1971 and 1976 studies with 1961 and 1966 studies should be made with caution.

Data:

D 18.1 Active pursuits were indicated with approximately equal frequency by grads (49%) and drops (50%), in contrast with 1971 (51% - 43%).

D 18.2 Non-active pursuits were indicated with approximately equal frequency by grads (18%) and drops (17%), in contrast with 1971 (15% - 22%).

D 18.3 Watching TV was reported with equal frequency by grads and drops (11% each), in contrast with 1971 (8% - 19%).

D 18.4 Reading was reported with twice the frequency by grads (11%) as by drops (5%).

D 18.5 Active/non-active pursuits were reported by males at 59%/13%; by females at 39%/22%.

D 18.6 Cultural pursuits were reported by 7% of males and 16% of females.

D 18.7 Participation in active pursuits has changed little between 1961 and 1976 (46% - 49%); participation in non-active pursuits has decreased (30% - 18%); participation in cultural pursuits has increased (7% - 11%).

Inferences:

I 18.1 Differential patterns of activities of males and females may reflect societal patterns relative to sex roles.

I 18.2 Relative similarity of responses of grads and drops raises questions about adequacy of curriculum in preparing students for use of leisure time. See also item 14, Table 19.

RECOMMENDATION:

R 18.1 District review curriculum for its adequacy in meeting district educational goal 14 relative to leisure time.

19. DEGREE OF HELP RECEIVED IN MEETING EDUCATIONAL GOALS

TABLE 19

DEGREE OF HELP RECEIVED FROM SCHOOL IN MEETING DISTRICT EDUCATIONAL GOALS, BY GRADS AND DROPS, SEX

DISTRICT EDUCATIONAL GOALS: To help each student --	GRADS (%)				DROPS (%)				TOTAL (%)				MALES (%)				FEMALES (%)			
	Much	Some	Little	NR*	Much	Some	Little	NR	Much	Some	Little	NR	Much	Some	Little	NR	Much	Some	Little	NR
1 Learn how to use knowledge to develop the power to think constructively, to communicate effectively, to solve problems and to reason independently.	30.0	50.6	17.1	2.3	16.4	37.3	30.9	15.5	26.7	47.4	20.4	5.4	28.3	45.6	19.5	6.6	25.2	49.2	21.4	4.3
2 Make responsible choices for career preparation and to gain skills and knowledge which will equip you to seek and find employment.	24.3	37.1	36.1	2.4	12.7	25.9	45.9	15.5	21.5	34.5	38.5	5.5	19.9	31.2	42.5	6.4	23.1	37.6	34.6	4.7
3 Acquire a general education and skills in oral and written English, natural science, reading, mathematics and social sciences.	42.6	41.7	12.7	3.0	24.1	33.6	25.9	16.4	38.2	39.8	15.9	6.2	38.3	37.2	17.7	6.9	38.0	42.3	14.1	5.6
4 Understand the American economic system and your role in it as both producer and consumer of goods and services.	13.4	43.0	40.3	3.3	8.6	31.4	43.6	16.4	12.3	40.2	41.1	6.4	11.3	41.8	39.8	7.1	13.3	38.7	42.3	5.8
5 Develop attitudes and skills necessary for understanding people and fostering better human relationships between individuals, races, creeds and cultures.	28.4	39.9	28.3	3.4	21.4	30.0	33.6	15.0	26.1	37.5	29.6	6.2	27.2	35.0	30.5	7.3	26.3	40.0	28.6	5.1
6 Acquire the greatest possible understanding of yourself and an appreciation of your worthiness as a member of society.	19.3	42.0	35.1	3.6	11.4	25.5	46.8	16.4	17.4	38.0	37.9	6.6	17.3	38.1	37.4	7.3	17.5	38.0	38.5	6.0
7 Prepare for a world of rapid change in which continuing education throughout adult life should be a normal expectation.	18.0	44.1	34.4	3.4	10.0	32.3	40.9	16.8	16.1	41.3	36.0	6.6	15.7	39.6	37.6	7.1	16.5	43.0	34.4	6.2
8 Appreciate the importance of the rights and responsibilities of a citizen in a democratic society through active participation in the decision-making process of the school, local community, state, nation and world.	19.9	42.9	33.4	3.9	12.7	30.5	40.9	15.9	18.2	39.9	35.2	6.7	17.7	37.2	37.8	7.3	18.8	42.5	32.7	6.2
9 Understand the need for high moral standards in your own character development in order to arrive at your fullest potential as a member of society.	18.9	43.7	34.0	3.4	10.9	27.7	43.6	17.7	17.0	39.9	36.3	6.9	16.4	42.5	33.6	7.5	17.5	37.4	38.9	6.2
10 By providing opportunities and encouragement to be creative in one or more fields of endeavor.	27.1	41.0	28.1	3.7	10.5	30.9	39.6	19.1	23.2	38.6	30.9	7.4	25.9	36.1	30.3	7.7	20.5	41.0	31.4	7.1
11 Develop an awareness of future family responsibilities.	18.3	31.1	46.9	3.7	16.4	30.0	37.3	16.4	17.8	30.9	44.6	6.7	16.2	29.2	47.4	7.3	19.4	32.5	41.9	6.2
12 Develop a reverence for life and appreciate the delicate relationship of all things on earth.	17.1	38.7	40.4	3.7	12.7	30.0	42.3	15.0	16.1	38.6	40.9	6.4	17.3	34.3	41.2	7.3	15.0	38.9	40.6	5.6
13 Acquire good health habits and an understanding of the conditions necessary for maintenance of physical and emotional well-being.	30.7	40.3	25.3	3.7	16.4	32.7	35.0	15.9	27.3	38.5	27.6	6.6	29.2	36.7	27.0	7.1	25.4	40.2	28.2	6.2
14 Develop appreciations, interests and abilities which will lead to wise and enjoyable use of leisure time.	26.9	39.3	30.1	3.7	11.8	29.1	42.7	16.4	23.3	36.9	33.2	6.7	22.4	35.8	34.7	7.1	24.2	37.8	31.6	6.4
15 By encouraging maximum student, parent and teacher participation in determining the education of our students.	15.0	34.3	46.3	4.4	10.0	20.5	53.2	16.4	13.8	31.0	47.9	7.3	12.6	29.4	50.0	8.0	15.0	32.5	45.9	6.6

*NR = No Response

NOTE: District educational goals were adopted on March 20, 1974, after 1972-73 respondents included in this study left school and prior to the time 1974-75 respondents left. Question 19 was included for the first time in the 1976 study as an effort to gain insights from former students on the adequacy of the schools' efforts in meeting the stated goals of the district. Because of length of goal statements, they will be referred to below by number and brief description. The reader is directed to the table for full text of goal statements.

Data:

D 19.1 Goals in which 75% or more of grads indicated "much" or "some" help from schools include 1 (problem solving - 80.6%) and 3 (basic skills - 84.3%).

D 19.2 Goals in which 40% or more of grads indicated "little or no" help from schools include 4 (economics/consumerism), 11 (family responsibilities), 12 (ecology/conservation), and 15 (participation in determining education).

D 19.3 No goal received a combined "much" plus "some" rating from drops higher than that of goal 3 (basic skills) (57.7%). Other goals in which 50% or more of drops indicated "much" or "some" help from schools include 1 (problem solving), 5 (human relations), and 13 (health).

D 19.4 Goals in which 40% or more of drops indicated "little or no" help from schools include 2 (career preparation), 4 (economics/consumerism), 6 (self-understanding), 7 (preparation for change), 8 (citizenship preparation), 9 (moral standards), 12 (ecology/conservation), 14 (leisure time), and 15 (participation in determining education).

D 19.5 Responses were similar for males and females with the exception of goal 2 (career preparation) where 42.5% of males and 34.6% of females indicated "little or no" help.

Inferences:

I 19.1 Respondents appear to be most satisfied with help received in the traditional basic skills areas (goal 3) and least satisfied in broader areas of life preparation, including preparation for careers, citizenship, family responsibilities, consumerism and leisure.

I 19.2 Differences between drop and grad responses indicate that length of time in school is positively related to meeting of the 15 goals; in only one area (family responsibilities) do grads give schools a lower rating than do drops.

RECOMMENDATIONS:

R 19.1 District review educational goals, make modifications as needed, and establish priorities.

R 19.2 Schools develop programs for fuller implementation of educational goals as modified, with particular attention to present or modified versions of goals 4, 11, 12 and 15.

TABLE 20

SUBJECTS RATED BY GRADS AND DROPS AS FIRST, SECOND OR THIRD MOST USEFUL SINCE LEAVING HIGH SCHOOL

SUBJECT AREAS	GRADUATES (%)						DROPS (%)
	Univ. Prep N - 239	Business N - 117	Vocational N - 126	General N - 213	Special N - 5	Total N - 700	Total N - 220
1. Art[a]	10	15	19	20	0	16	18
2. Business Education	18	72	19	27	20	30	20
3. English*	51	33	31	36	0	40	17
4. Foreign Language	13	10	8	6	0	9	4
5. Homemaking	7	17	12	9	0	10	20
6. Industrial Education	8	3	40	14	40	16	18
7. Mathematics*	44	37	29	39	20	38	40
8. Music	10	3	6	12	20	9	9
9. Physical Education*	29	30	37	33	20	32	27
10. Reading	30	25	17	28	20	26	29
11. Safety Education*	5	15	15	15	20	11	19
12. Science*	28	5	11	11	0	16	6
13. Social Science*	28	22	16	25	0	24	13

[a]Read: 10% of grads in the university preparatory curriculum rated art as their 1st, 2nd or 3rd most useful subject since leaving high school; 15% of business education grads rated art as their 1st, 2nd or 3rd most useful subject, etc.

*Subject areas with courses required for graduation.

NOTE: Reader is cautioned not to interpret data as an absolute indication of the importance of subject areas. Most respondents would not have taken courses in a number of areas, particularly elective areas such as art and music. To some extent the percentages reflect the degree of exposure students had to various subject areas, which may partially account for the higher percentages for areas such as English and mathematics.

Data:

D 20.1 Percent of respondents rating subject areas with required courses as 1st, 2nd or 3rd most useful since leaving high school:
English: Grads -- 40%; Drops -- 17%
Mathematics: Grads -- 38%; Drops -- 40%
Science: Grads -- 16%; Drops -- 6%
Social Science: Grads -- 24%; Drops -- 13%
Physical Education: Grads -- 32%; Drops -- 27%
Safety Education: Grads -- 11%; Drops -- 19%

D 20.2 Percent of respondents rating elective areas as 1st, 2nd or 3rd most useful since leaving high school:
Art: Grads -- 16%; Drops -- 18%
Business Education: Grads -- 30%; Drops -- 20%
Foreign Language: Grads -- 9%; Drops -- 4%
Homemaking: Grads -- 10%; Drops -- 20%
Industrial Education: Grads -- 16%; Drops -- 18%
Music: Grads -- 9%; Drops -- 9%
Reading: Grads -- 26%; Drops -- 29%

D 20.3 Highest "usefulness" rating was given by grads in business curriculum to business education (72%).

D 20.4 Grads gave higher "usefulness" ratings to two elective areas (business education -- 30% and reading -- 26%) than to two required academic areas (science -- 16% and social science -- 24%).

D 20.5 With the exception of English as rated by college prep grads (51%) and business education as rated by business grads (72%), no subject area was rated as 1st, 2nd or 3rd most useful by a majority of any sub-group.

Inferences:

I 20.1 Low "usefulness" rating of science in comparison to other required academic areas appears anomalous; perhaps science is viewed as theoretical rather than practical by students.

I 20.2 Relatively high "usefulness" ratings of two elective areas, business education and reading, by both grads and drops may reflect practical nature of these subjects in the minds of students.

I 20.3 Low "usefulness" rating given to English by drops, in contrast to high rating given to mathematics, should cause question about content of English curriculum for students with lower academic interests.

RECOMMENDATIONS:

R 20.1 Science departments study science curriculum to determine reasons for low "usefulness" ratings of this subject in contrast to other required academic subjects.

R 20.2 English departments study English curriculum to determine its adequacy in meeting needs of potential drops.

R 20.3 Social Science departments study social science curriculum to determine its adequacy in meeting needs of potential drops.

21. MOST HELPFUL COUNSELING SERVICES

TABLE 21

COUNSELING SERVICES RATED BY GRADS AND DROPS AS FIRST AND SECOND MOST HELPFUL IN HIGH SCHOOL

COUNSELING[a] SERVICES: Assistance with -	GRADUATES (%)						DROPS (%)
	Univ. Prep. N - 239	Business N - 117	Vocational N - 126	General N - 213	Special N - 5	Total N - 700	Total N - 220
1. Career Planning	33	49	40	33	0	37	23
2. School Problems	17	14	14	27	20	19	39
3. Choosing Courses	57	62	48	51	20	54	38
4. Personal Problems	7	9	10	13	0	10	21
5. College Applications	52	23	21	19	0	31	1

[a]Read: 33% of grads in university preparatory curriculum rated "assistance with career planning" as first or second most helpful counseling service while in high school; 49% of business education grads rated "assistance with career planning" as first or second most helpful, etc.

Data:

D 21.1 Rank order of first and second most useful counseling services to grads: assistance with choosing courses (54%), career planning (37%), college applications (31%), school problems (19%), personal problems (10%).

D 21.2 Rank order of first and second most useful counseling services to drops: assistance with school problems (39%), choosing courses (38%), career planning (23%), personal problems (21%), college applications (1%).

D 21.3 Grads gave higher ratings than drops to assistance with career planning (37%, 23%), choosing courses (54%, 38%), college applications (31%, 1%).

D 21.4 Drops were twice as likely as grads to rate as first or second most useful assistance with school problems (39%, 19%), personal problems (21%, 10%).

Inferences:

I 21.1 Grads are more likely than drops to seek counseling assistance for educational and career planning; drops are more likely than grads to seek assistance for personal and school problems.

I 21.2 Services most sought by students (assistance with choosing courses, career planning, college applications) can be provided to a large extent in group settings.

RECOMMENDATIONS:

R 21.1 Schools study means for expanding use of group guidance techniques for information dissemination services such as career planning, choosing courses, college applications.

R 21.2 These data together with information from other relevant tables (16-A, 16-B) be made the subject of study and analysis by counseling departments of each school.

22. COLLEGE MAJORS OF GRADS IN COLLEGE

TABLE 22

COMPARISONS OF COLLEGE MAJORS OF GRADS, BY SEX
1971 - 1976

GROUP	N	PERCENT BY MAJORS[a]											
		1	2	3	4	5	6	7	8	9	10	11	12
Male	203	17	8	23	2	1	3	6	1	8	3	15	13
Female	217	23	20	3	5	3	5	7	2	7	1	16	8
Total 1976	420	20	14	13	3	2	4	6	1	8	2	16	10
Total 1971	519	19	19	10	4	3	8	8	2	6	1	11	9

[a]Code for Majors:

1 - Business or economics
2 - Sciences (incl. physics, chemistry, biology, math, pre-dental, pre-med, pharmacy, nursing)
3 - Engineering (incl. electronics, drafting)
4 - Psychology
5 - English
6 - Social Sciences
7 - Fine arts or music
8 - Physical education
9 - Pre-law, law, law enforcement
10 - Agriculture, forestry
11 - Other
12 - Major not yet selected

Data:

D 22.1 Most common majors among males are engineering and related fields (23%), business and related fields (17%).

D 22.2 Most common majors among females are business (23%) and sciences (20%).

D 22.3 Fields in which percent of majors has increased from 1971 to 1976: business (19%, 20%), engineering (10%, 13%), law and related fields (6%, 8%), agriculture/forestry (1%, 2%).

D 22.4 Fields in which percent of majors has decreased from 1971 to 1976: sciences (19%, 14%), pyschology (4%, 3%), English (3%, 2%), social sciences (8%, 4%), fine arts (8%, 6%), physical education (2%, 1%).

Inferences:

I 22.1 High percent of females in sciences may be due to inclusion of nursing in this category.

I 22.2 High percent of females in business/economics may be due to inclusion of business education in this category.

I 22.3 Reduction in percent majoring in English, social sciences, fine arts and physical education may reflect decreased demand for teachers in these areas.

RECOMMENDATION:

R 22.1 District counseling departments review male-female differences in percent majoring in sciences and engineering.

23. PLANS TO BECOME A TEACHER

TABLE 23

COMPARISONS OF PLANS TO BECOME ELEMENTARY OR SECONDARY TEACHERS, BY ETHNICITY, SEX 1971 - 1976

GROUP		Percent of those in college planning to become teachers	
		1971	1976
MA:	Male	15	17
	Female	27	13
	Total	21	15
Black:	Male	20	11
	Female	42	17
	Total	35	14
Other:	Male	20	15
	Female	25	17
	Total	22	16
All:	Male	19	15
	Female	27	16
	Total	22	16

Data:

D 23.1 16% of those in college plan to become teachers, down from 22% in 1971.

D 23.2 Percent of all ethnic groups planning to become teachers is approximately the same (MA - 15%, Black - 14%, Other - 16%).

D 23.3 Only sub-group in which percent planning to become teachers increased from 1971 to 1976 is MA males (15%, 17%).

D 23.4 Percent of Blacks planning to become teachers is less than half that of 1971 (35%, 14%).

D 23.5 Male-female discrepancy in percent planning to become teachers has been eliminated between 1971 and 1976 (19%, 27%; 15%, 16%).

Inferences:

I 23.1 Reduction from 1971 to 1976 in percent planning to become teachers reflects tight job market in teaching.

I 23.2 Increase from 1971 to 1976 in percent of MA males planning to become teachers may reflect impact of (a) district efforts to attract more minority males into teaching as a career (which was a problem in 1971), and (b) affirmative action employment practices in school districts.

RECOMMENDATION:

R 23.1 Schools make information on teaching opportunities available to students through career centers.

24. DROPS WHO WOULD FINISH HIGH SCHOOL IF MEANS AVAILABLE

TABLE 24

COMPARISONS OF DROPS WHO WOULD FINISH HIGH SCHOOL IF MEANS AVAILABLE, BY ETHNICITY 1966 - 1976

	NUMBER		P E R C E N T					
			YES		NO		No Response	
GROUP	1966	1976	1966	1976	1966	1976	1966	1976
MA	36	93	78	72	17	15	6	13
Other[a]	88	127	73	72	10	13	17	17
Total	124	220	74	72	12	14	14	15

[a]Includes Blacks

NOTE: Although the small number (8) of Black drops has caused them to be included with Other drops in this study, it is worth noting that 100% of the 8 reported that they would finish school if means were available.

Data:

D 24.1 Within one to three years of dropping, 72% of drops (MA - 72%, Other - 72%) report that they would finish high school if means were available.

D 24.2 Percent of MA drops who desire to finish decreased from 1966 to 1976 (78% - 72%).

Inference:

I 24.1 Large majority of drops reporting that they would finish high school if means were available indicates continuing need for dropout prevention efforts. One such effort could be to point out all of the data from former drops indicating the value of various subjects and the regret that they left school.

RECOMMENDATIONS:

R 24.1 Schools identify potential drops and develop dropout prevention programs.

R 24.2 Schools develop a form to mail to all drops (last known address) in the second year after they leave school informing them of opportunities to earn diplomas through adult education, community college, or California High School Proficiency Examination.

25. WOULD HAVE GONE TO COLLEGE IF MONEY HAD BEEN AVAILABLE

TABLE 25

COMPARISONS OF GRADS AND DROPS WHO WOULD HAVE GONE TO COLLEGE IF MONEY HAD BEEN AVAILABLE, BY ETHNICITY 1966 - 1976

GROUP		N Responding 1966	N Responding 1976	Percent Yes 1966	Percent Yes 1976
Grads:	MA	82	100	73	73
	Black	ND	37	ND	81
	Other	246	155	59	52
	Total	328	292	62	63
Drops:	MA	30	68	70	60
	Other[a]	69	95	48	58
	Total	99	163	55	59

[a]Includes Blacks

Data:

D 25.1 Among grads responding, 63% (MA - 73%, Black - 81%, Other - 52%) report that they would have gone to college if money had been available.

D 25.2 Among drops responding, 59% (MA - 60%, Other, including Black - 58%) report that they would have gone to college if money had been available.

D 25.3 Percents have remained relatively stable between 1966 and 1976 (grads - 62%, 63%; drops - 55%, 59%).

Inferences:

I 25.1 Financial problems may be a major deterrent to college attendance.

I 25.2 Drop response to this item is open to question since finances were a minor reason for dropping (see Table 6-A).

RECOMMENDATION:

R 25.1 Schools identify and publicize sources of financial aid for low income grads desiring to attend college.

26. OPINIONS ON SCHOOL DISTRICT BEHAVIOR CODE

TABLE 26

OPINIONS OF GRADS AND DROPS ON SCHOOL DISTRICT BEHAVIOR CODE, BY ETHNICITY, SEX

GROUP	N	PERCENT BEHAVIOR CODE			
		Too Lenient	About Right	Too Strict	No Response
Grads: MA	192	24	64	9	4
Black	100	17	60	13	10
Other	408	26	58	12	4
Total	700	24	61	11	4
Drops: MA	93	17	54	20	9
Other[a]	127	13	44	30	13
Total	220	15	48	26	11
Male	452	22	55	17	7
Female	468	22	60	13	4
Total	920	22	58	15	6

[a]Includes Blacks

Data:

D 26.1 61% of grads and 48% of drops thought behavior code was "about right."

D 26.2 Grads were more likely than drops to indicate that behavior code was "too lenient" (24%, 15%).

D 26.3 Drops were more likely than grads to indicate that behavior code was "too strict" (26%, 11%).

D 26.4 Females were more likely than males to indicate that behavior code was "about right" (60%, 55%).

Inferences:

I 26.1 Endorsement of behavior code by a majority of respondents indicates that code is reasonable.

I 26.2 1976 respondents tend to be more conservative than 1971 respondents, since approximately same percentages indicated that behavior code is about right (1976 - 58%, 1971 - 57%), while a higher percentage indicated that it is "too lenient" (1976 - 22%, 1971 - 17%).

RECOMMENDATION:

R 26.1 District continue to maintain behavior code with annual review by faculty, students, parents and Board of Trustees.

APPENDIX

QUESTIONNAIRE

Identification number. This is needed to classify responses. No reference will ever be made to an individual.

1. Sex: ___1.1 Male ___1.2 Female

2. Marital status: ___2.1 Single ___2.2 Married ___2.3 Separated ___2.4 Divorced ___2.5 Widowed

3. How many children do you have? ___0 ___1 ___2 ___3 or more

4. What are you doing now? (Check the main one)

___4.1 Working full time
___4.2 Working part time
___4.3 Full time homemaker
___4.4 Unemployed, seeking work
___4.5 Unemployed, not seeking work
___4.6 In school full time
___4.7 In school part time
___4.8 In school and working part time
___4.9 Military service
___4.10 Other

5. Other than parents or relatives, who gave you the most help on your life plans while you were in school? (Check one)

___5.1 Adult friends
___5.2 Friends your own age
___5.3 Teachers
___5.4 Counselors
___5.5 Administrators
___5.6 Received no help from school, parents, friends or anyone
___5.7 Other

6. If you did not finish high school, why did you quit? Write "1" in front of your first main reason, and "2" in front of your second main reason.

___6.1 Preferred work to school
___6.2 Not interested in school
___6.3 School was too hard
___6.4 Doing failing work
___6.5 Disliked a teacher or teachers
___6.6 Disliked a subject or subjects
___6.7 Could learn more outside school
___6.8 Needed money to help at home
___6.9 Needed or wanted spending money
___6.10 Ill health
___6.11 Friends had left school
___6.12 Parents wanted me to leave school
___6.13 Marriage
___6.14 Other

7. How many full-time jobs have you had since leaving school?

___None ___1 ___2 ___3 ___4 or more

8. If you are working full time, give your JOB TITLE (short but exact).

_____

Job Code (leave blank)

9. If you are working full time, what is your average weekly salary before taxes or other deductions are taken out? (Answer will be kept confidential.)

___9.1 Less than $50
___9.2 $50 - $99
___9.3 $100 - $149
___9.4 $150 - $199
___9.5 $200 - $249
___9.6 $250 - $299
___9.7 $300 - $349
___9.8 $350 or more

10. Is what you are doing now what you thought you would be doing when you were in high school?

___10.1 Nothing very definite in mind while attending high school
___10.2 I am not doing anything like what I had in mind in high school
___10.3 I am doing something like what I had in mind while in high school
___10.4 I am doing exactly or almost exactly what I had in mind in high school

11. If you are working full time, do you feel satisfied with your present job concerning:

11.1 Type of work?	___Yes	___No
11.2 Salary?	___Yes	___No
11.3 Chances for advancement?	___Yes	___No

12. Check if you are now, or have been, enrolled in any of the following:

____12.1 Beauty college
____12.2 Barber college
____12.3 Business college
____12.4 Apprentice training
____12.5 Military technical training
____12.6 Other special training (do not include 2- or 4-year college)

13. Are you now attending a 2- or 4-year college? ____13.1 Yes ____13.2 No

14. If you have ever attended college, or are now attending, check the proper space:

____14.1 San Jose City College
____14.2 Evergreen Valley College
____14.3 San Jose State University
____14.4 University of California
____14.5 Stanford University
____14.6 Santa Clara University
____14.7 Other 2-year college
____14.8 Other 4-year college or university.

15. If you have dropped out of college, please check MAIN reason:

____15.1 Poor study habits
____15.2 Low grades
____15.3 No definite goal
____15.4 Marriage
____15.5 Took a job
____15.6 Financial
____15.7 Health reasons
____15.8 Needed at home
____15.9 Other

16. Have these high school activities or services helped you in any way since leaving school? Make an "X" in one of the columns for each item:

1 Helped Much	2 Helped Some	3 Little or no help	4 Did not participate		1 Helped Much	2 Helped Some	3 Little or No Help	4 Did not participate	
				16.1 Clubs					16.7 Student body or class activity or office
				16.2 Athletics					
				16.3 Band or choir					
				16.4 School paper or yearbook					16.8 Use of library
									16.9 Speech or drama
				16.5 Spirit leader					16.10 Work experience
				16.6 Social activities (dances, etc.)					16.11 Counseling
									16.12 Career Center

17. I attend church: ____17.1 Weekly ____17.2 Monthly ____17.3 Occasionally ____17.4 Never

18. How do you spend your spare time? Put a "1" in front of the activity in which you spend the most time, a "2" in front of the second most time-consuming activity, and a "3" in front of the third.

____18.1 Participate in sports
____18.2 Participate in parties or other social activities
____18.3 Participate in special interest organizations
____18.4 Participate in art or music activities
____18.5 Attend the movies
____18.6 Spectator at sports events
____18.7 Watch television
____18.8 Attend concerts or art exhibits
____18.9 Read
____18.10 Other

19. Listed below are the educational goals of the East Side Union High School District. Check (X) how well your school helped you to meet each one.

1 Helped Much	2 Helped Some	3 Little or no help		GOALS -- To help you:
			19.1	Learn how to use knowledge to develop the power to think constructively, to communicate effectively, to solve problems and to reason independently.
			19.2	Make responsible choices for career preparation and to gain skills and knowledge which will equip you to seek and find employment.
			19.3	Acquire a general education and skills in oral and written English, natural science, reading, mathematics and social sciences.
			19.4	Understand the American economic system and your role in it as both producer and consumer of goods and services.
			19.5	Develop attitudes and skills necessary for understanding people and fostering better human relationships between individuals, races, creeds and cultures.
			19.6	Acquire the greatest possible understanding of yourself and an apprcciation of your worthiness as a member of society.
			19.7	Prepare for a world of rapid change in which continuing education throughout adult life should be a normal expectation.
			19.8	Appreciate the importance of the rights and responsibilities of a citizen in a democratic society through active participation in the decision-making process of the school, local community, state, nation and world.
			19.9	Understand the need for high moral standards in your own character development in order to arrive at your fullest potential as a member of society.
			19.10	By providing opportunities and encouragement to be creative in one or more fields of endeavor.
			19.11	Develop an awareness of future family responsibilities.
			19.12	Develop a reverence for life and appreciate the delicate relationship of all things on earth.
			19.13	Acquire good health habits and an understanding of the conditions necessary for maintenance of physical and emotional well-being.
			19.14	Develop appreciations, interests and abilities which will lead to wise and enjoyable use of leisure time.
			19.15	By encouraging maximum student, parent and teacher participation in determining the education of our students.

20. Which subject areas have been most useful to you since you left high school? Put a "1" in front of the most useful subject, a "2" in front of the second most useful, and a "3" in front of the third most useful.

____20.1 Art
____20.2 Business Education
____20.3 English
____20.4 Foreign Languages
____20.5 Homemaking
____20.6 Industrial Education
____20.7 Mathematics
____20.8 Music
____20.9 Physical Education
____20.10 Reading
____20.11 Safety Education
____20.12 Science
____20.13 Social Science (History, Civics, etc.)

21. Which counseling services were most helpful to you in high school? Put a "1" in front of the most helpful service, a "2" in front of the second most helpful, and a "3" in front of the third most helpful.

_____21.1 Assistance with career planning
_____21.2 Assistance with school problems
_____21.3 Assistance in choosing courses
_____22.4 Assistance with personal problems
_____22.5 Assistance with college applications

22. If you are in college, what is your major?

_____22.1 Business or economics
_____22.2 Sciences (including physics, chemistry, biology, math, pre-dental, pre-medical, pharmacy and nursing)
_____22.3 Engineering (including electronics, drafting)
_____22.4 Psychology
_____22.5 English
_____22.6 Social sciences
_____22.7 Fine arts or music
_____22.8 Physical education
_____22.9 Pre-law, Law, Law Enforcement
_____22.10 Agriculture, Forestry
_____22.11 Other
_____22.12 Major not yet selected

23. If you are in college, do you plan to become an elementary or high school teacher?

_____23.1 Yes _____23.2 No

24. If you dropped out of high school, would you finish high school now if a means were available to you?

_____24.1 Yes _____24.2 No

25. If you are not in college, would you have gone to college if money had been available?

_____25.1 Yes _____25.2 No

26. Check how you feel about your high school's behavior (discipline) code:

_____26.1 Too lenient _____26.2 About right _____26.3 Too strict

27. Use the space below to make any comments you wish about your high school experience or to make suggestions for improving the school.

Thanks very much! Please mail this in the enclosed envelope. It needs no postage. Your cooperation will be very helpful to your school.